



Light Educational Ministries began in 1979 when we moved to Booleroo Centre, South Australia, with a small team of people committed to seeing education re-established on a biblical basis.

Those early years were exciting as people of like heart began to explore what a Christian education might look like. Since those days much has happened, but unfortunately little of that effort has been drawing closer to God and His ways.

That is perhaps the big picture, but for most the reality is your home, its environs and your children. That is where the real

work of Christian education takes place. At the moment you are probably seeing the year's finishing line looming before you with possibly much to do before Christmas. We trust this year's adventure has proved as satisfying as possible and it is coming time to sit back and reflect on the bigger picture of what God is doing with you and your family. I trust this coming Christmas season will provide opportunity to be refreshed as you consider the wider implications of your choices in education for your family.

#### This Issue

In *Exploring Christian Education* I explore the philosophical journey of Christian education in Australia in the past 35 years. In *Health* we reproduce a fascinating article by George Malkmus, on the value of the sun for us. Wendy Hill contributes another in her music series on the element of touch, and Evelyn Garrard has another LEM Phonics corner.

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



#### CHESS

As we announced in the last issue of *Light of Life* the long history of CHESS seminars has come to an end. We have appreciated the years of support many of you have provided and we trust there have been many who have been blessed by the CHESS seminars. As change is part of all our lives so this is a time of change for us.

Whilst regular seminars are finished, that does not preclude individual seminars being conducted on request. We would thus welcome enquiries from home educators who would like to explore a seminar in their location.



#### International News

##### Peru

Bob and Frances Relyea report that in spite of their 'retirement' from a physical presence in South America, the Lord's work, especially with creationism, forges ahead.

#### MINISTRY

Bob and Frances co-founded a creationist youth group in Chiclayo called 'CREADOS' (Spanish for 'created'). Together with their church pastors, the group recently completed a 10 day trip to nearby Ecuador where they ministered in schools, churches, youth groups and Sunday School classes about God's amazing Creation. From all reports, the people were edified, the leaders content, and they have been invited to return.

#### TRANSLATIONS

1000 copies of a recent CMI resource *What on earth is God doing?* is currently being printed and progress is well advanced with the translation of another CMI resource *Gay Marriage, Right or Wrong, and who decides?*

#### DISTANCE EDUCATION

Sign-ups for the Diploma course in Creation Science (DCC) continue at a pleasing rate. A number of people have already completed the course and some 30 more are currently studying it. Additionally, Bob is working with the Senda Alta Christian education group in Bolivia towards the creation of a completely virtual course in Creation Science.

## PRINTING

In September, AME (LEM in South America) and Senda Alta jointly printed some 4000 creationist comics in Bolivia and they are currently being promoted in Bolivian schools.



## CREATION CENTRES

Responses to overtures to establish creationist centres in Bolivia, Ecuador and Chile have been heartening.

Your prayers for the continuing involvement of LEM in South America are vital. There is so much happening and we count it a privilege to continue to be a part of it all.

## Papua New Guinea

Our small team in PNG continues to provide training and resources in various locations – the photos to the right show some of the training programs and personnel involved. The full training program for LEM Phonics is quite extensive and we continue to work with the team to bring teachers to the standard of Registered Instructors in LEM Phonics, whereupon they will be able to do all training work locally. Our PNG leaders, Mark and Gloria Baiai, will soon be in Canberra for further training so that they can continue to provide leadership for their team.



Top left: Evelyn Garrard with staff training participants

Left: First trainers session

Lower left: Primary school students at coaching session

Bottom left: Peter Frogley using fingers to teach phonograms at the first seminar at the Holiday Inn

Top right: LEPNG staff and partners



## No. 98: What happened to Christian education?

In the late 1960s and early 1970s God moved quite sovereignly in Australia and other nations, bringing an awareness of Christian education.

For some churches it was an extension of their teaching, but for others it was something quite new. By the late 1970s

several groups had formed in non-conformist circles, but the theological base for these groups it seemed was not adequate to develop a good model for Biblical Christian education.

Conferences began to be conducted in Christian education, largely sponsored by these different groups. Key personnel in each of these groups had a vision for Christian education, but a theology or philosophy and practical expression of that theology was still in its infancy. Before the philosophy could be developed and put in place, the growth of Christian schools accelerated. Teachers were rushed from state schools straight into Christian schools with no time to even begin instructing those teachers in the ways of God in education. Through no fault of their own, they of course did what they had been trained to do – teach. But *what* they taught was largely what they had taught in state schools where the underlying philosophy was humanism – that is, man is his own god. Few had opportunity to consider what education would be like if Jesus was Lord of every discipline taught in schools. Even fewer had time in their busy schedules to think about what a ‘Christian education’ might look like.

Thus by the early 1980s Christian education began heading toward state education philosophically. State education departments by then had begun to recognise that this new phenomena was a potential threat to their market share and rushed to ‘protect’ the people. State schools train

children to be citizens of the state, whereas Christian schools (ideally) train children to be servants of the King of Kings. The issue for the state was how best to control Christian schools.

## ■ there is no need for civil government to be involved in any way in the education process

The solutions were very carefully crafted so that they did not directly confront the Christian schools. They developed a two-pronged attack:

1. Introduce registration of teachers and schools
2. Provide funding for Christian schools.

This attack was very successful and only a handful of Christian schools objected. It seems to me that most Christian schools did not recognise any danger in compliance — they trusted the government!

The obvious policy of government is that schools should train children to be good citizens of the state — that is, to be good humanists.

The government registers teachers on the basis of their humanistic training, but certainly not on the basis of their Christian equipping to represent the Lordship of Jesus Christ.

Schools were registered so that they should comply with the standards and expectations of the government. It has

become increasingly difficult for Christian schools to reflect the values and methods upon which (at least some) schools were established.

The control measure to ensure compliance was funding — if you fail to comply, funding would be withdrawn, and the school would collapse.

What was the problem? Christians did not go to the scriptures to understand that education is the responsibility of family. There is no need for civil government to be involved in any way in the education process.

Unfortunately, after an exciting beginning, Christian education has succumbed to the dictates of the state, ensuring that it cannot set a different standard for the nation. For the humanist that is a good thing — but for the Christian it forbids the expression of the Christian faith, particularly in building the Kingdom.

Christian schools can continue, at present, to present the gospel to students and where that produces fruit it is highly commended. The education students receive in these schools can be far superior to that offered in state schools. Thus, while all is not lost, it is disappointing that we do not see a fuller expression of Christian education in Australia. ■



## Touch

In this series of articles we have looked at nine music elements — rhythm, melody, dynamics, harmony, tempo, tonality, form, soundwaves and timbre.

We have seen how each element reveals much about its Creator, God. As well as touching on some music theory and history, we are also discovering deeper spiritual aspects which go beyond what the average musician learns when studying music. We continue with the next element — touch.

### Cause and effect

Touch is the direct link between the musician and the music. It is about cause and effect.

**Cause** — how a musician approaches the instrument or uses the voice to affect the soundwaves.

**Effect** — how the soundwaves are changed to produce music.

## Definition

Touch can be defined as *how we sensitively contact instruments to make a beautiful sound*. Obviously singing is done naturally within the voice box and not by touching with the skin. When I use the word ‘instruments’, the voice is automatically included. Another word for touch, particularly with the voice, is *articulation* which refers to the way words are sung clearly and distinctly. Likewise, when playing an instrument, there are many terms and signs to indicate articulation and how the notes are produced. We will look at some of these later in the article. Touch and articulation mean the same thing.

The word *contact* means ‘with touch’ and comes from the Latin *tactus* meaning ‘the sense of touch’. Touch has several meanings. ‘Keeping in touch’ means communication. ‘Physical touch’ can be gentle or rough, sensitive or hurtful. Emotions can be ‘touchy’. Hearts can be ‘touched’ spiritually. All of these meanings can be applied to music. Musicians communicate a musical message by physically touching (playing) their instruments in particular ways. Music can be played beautifully and from a sensitive heart and it can affect the emotions and hearts of the listener. A well-known Biblical example is how David played his harp and brought relief to King Saul in 1 Samuel 16:23.

### God-message

God can touch us even deeper inside our spirits because He designed us deliberately

in His image so we can keep in touch with Him. This touch is even closer than the closest relationship between humans. Deuteronomy 30:14 tells us, 'But the Word is very nigh unto thee, in thy mouth and in thy heart that thou mayst do it.' Jeremiah 31:33 says, 'I will put my law in their inward parts [the mind] and write it in the hearts and I will be their God and they shall be my people.' When Jesus came He physically touched people's hands and eyes to heal them. Parents would bring their children to Him so He could touch and bless them. God wants us to be intimately connected with Him in the closest relationship possible. This is the God message of the music element of touch — *God touches us from the inside of our hearts and wants us to keep in touch with Him.*

### Rest and communication

Let's look at a few music examples. Two basic ways of playing the piano are staccato and legato. *Staccato* means that there is a very short break between notes, a microsecond of silence. This can make a huge difference to the music. We learned in the article of rhythm that silences are very important because they represent rest and refreshment. They bring extra life and energy to the sounds in the same way the Sabbath was God-designed so we could be refreshed and energised. He said we are to keep this day holy to Him. Why? So we can be closer in our relationship with Him. The element of touch is also connected with the Sabbath because they are both about communicating and keeping in touch with

God. In turn, we are refreshed emotionally, mentally and spiritually and ready to face whatever is to come.

*Legato* is the opposite of staccato. There is no break between the notes, so they flow on in the same way that we speak. We don't breathe until we sense a pause. Try this short experiment. Read this sentence taking a breath between each word. It is not normal and natural to speak this way. In the earlier article on melody we learned that melody is all about language and communication because melody is high and low notes following each other like words. Touch is about communication, about conveying a musical message to the listener. Music is an extremely powerful medium for communicating messages and touch is a part of this.

### Exposing the heart

Musical tone, hearts and attitudes are all intricately interwoven in the element of touch. The way people play an instrument or use the voice box reflects much of their state of heart and character. The quality of the soundwaves is directly affected and flows into the listeners' hearts. One can tell straight away with students whether they are just rushing to get to the end of a piece or if they are really enjoying and putting their heart and expression into their playing. A singer's voice exposes whether ego dominates with forced, exaggerated tones or whether the voice is more humble and worshipful through gentler, sweeter, more natural sounds. We can see how the

spirit affects the soul which affects the body which affects the music. A musician is personally exposed the moment he touches his instrument or vibrates his voice box.

The heart of a composer and musician is vital in determining the musical message. The message is different when a believer in God produces it. One only has to see the way so many instruments are abused in much of today's music. In rock concerts, guitars are thrown onto the floor and smashed. Keyboards and pianos are pounded and strings broken. Voice boxes shout and scream and irreparable damage is then done to the vocal cords. Words are not articulated clearly but slurred. Even classical music is not exempt. Many virtuosos break strings on their violin or piano and opera singing can be full of forced tones, excessive vibrato and dominating egos. Such performances may be impressive and entertaining but is this type of musical touch acceptable to God?

Contrast such look-at-me renditions with a composer or musician who has an intimate relationship with God, is in regular contact with Him and is more aware of His desires and expectations for music and man. This person is more likely to have gentler, sweeter, unaggressive, egoless, loving, worshipful sounds as they sing or play their instrument.

### Heavenly music vs worldly music

A complication occurs when humanistic and worldly philosophies, attitudes and habits flow through into Christian music. Then the message can be confusing because

the music elements, especially touch, can reveal if a God-honouring state of heart and worship are present or not. Discernment with the help of the Holy Spirit is necessary to decide whether we should hear, play or sing this music. A good test may be to think of heavenly music. Can we imagine the angels in heaven throwing down their harps and smashing them in frenzied excitement of worship? When the saved reach heaven and are given their golden harps made by divine hands, will these precious instruments be played aggressively as they are on earth? How will we use our own voices in heaven? I think the answer is obvious but decide for yourself.

It is often said that someone has 'a nice touch' for the instrument, meaning they play it very well. It is often flippantly and commonly used because the person doesn't really know what to say. Hopefully this article will help you understand in more depth what touch really means. It's all about communication, expressing a message through the way an instrument is played or a voice articulates. It's about touching God and someone else emotionally, mentally and spiritually.

Touch is how we sensitively contact instruments or use the voice to make beautiful sounds. The essence of this music element is in God's message to us, that God touches us on the inside of our hearts and wants us to keep in touch with Him. ■

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

# Health

GEORGE MALKMUS

## Ten reasons why the sun can be your best friend

The concept of actually sitting out in the sun and exposing our bare skin to the effects of it seems to be ludicrous by today's standards.

Sadly, this mentality has contributed to greater vitamin D3 deficiency as well as other nutrient deficiencies that have further exacerbated the onset of numerous diseases, from cancer and diabetes to neuro-degenerative ones. We should not fear the effects of the sun. We should embrace it as one of several natural resources that our body craves and requires.

Here are ten benefits of getting a moderate amount of sun exposure:

- 1 Sunlight and whole foods send breast cancer into remission.** The American physician Dr Zane Kime used sunbathing and nutrition to cure his patients. Even in terminal cases, Dr Kime was able to completely reverse the metastasised cancer.
- 2 The sun's light kills bad bacteria.** The German soldiers after WWI knew of the

discoveries that had been made in 1903 by the Nobel Prize winner, Niels Finzen. They used sunlight to disinfect and heal wounds.

- 3 Sunlight has a beneficial effect on skin disorders,** such as psoriasis, acne, eczema and fungal infections.
- 4 Sunlight lowers cholesterol.** The sun converts high cholesterol in the blood into steroid hormones and the sex hormones we need for reproduction. In the absence of sunlight, the opposite happens; substances convert to cholesterol.
- 5 The sun's rays lower blood pressure.** Even a single exposure significantly lowers blood pressure in individuals with high blood pressure. On the other hand, pharmaceutical drugs such as Statins have side effects, such as robbing the body of Coenzyme Q10, and enzyme essential for cellular and heart energy.
- 6 Sunlight penetrates deep into the skin to cleanse the blood and blood vessels.** Medical literature published in Europe showed that people with atherosclerosis (hardened arteries) improved with sun exposure.
- 7 Sunlight increases oxygen content in human blood.** It also enhances the body's capacity to deliver oxygen to the tissues, very similar to the effects of exercise. The sun has a great effect on stamina, fitness and muscular development.
- 8 Sunlight builds the immune system.** The white blood cells, which increase with

sun exposure, are called lymphocytes, and these play a major role in defending the body against infections.

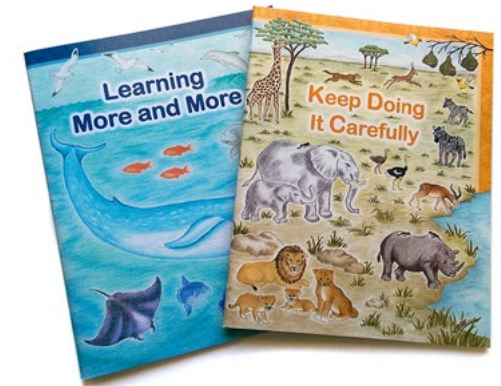
- 9 Regular sunlight exposure increases the growth and height of children, especially babies.** Many cultures throughout history have recognised this fact. Studies have shown the amount of sun exposure in the first few months has an effect on how tall the person grows.
- 10 Sunlight can cure depression.** The noon sunshine can deliver 100,000 lux. When we sit in offices for the best part of the day, out of the sun, under neon and artificial lights (150–600 lux), we are depriving ourselves of the illumination of nature. Sunlight deprivation can cause a condition called seasonal affective disorder (SAD), a form of depression. It is more common in winter months, but also common in people who work long hours in office buildings.

Exposure to the sun should be done SLOWLY! If you are not used to the sun, then your skin will be more sensitive to it. Avoid sunburn by building up your tolerance SLOWLY.

God created this powerful solar solution. With proper diet and hydration, we can view the idea of receiving physiological and mental health benefits from the sun as one of several powerful tools to naturally preserve and maintain our health. Go get some solar powered healing today! ■

## Book Shop

### Rod and Staff Publishers



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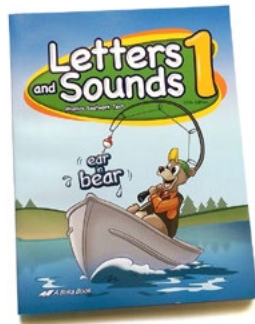
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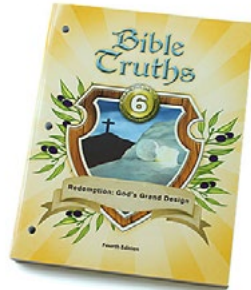
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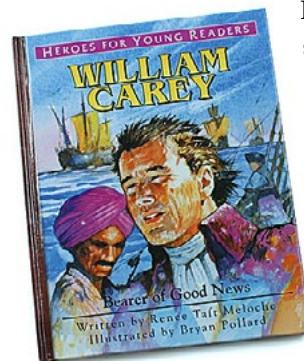
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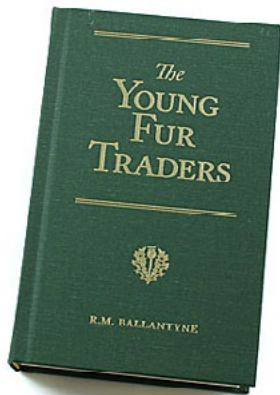


# Library Books for Christmas

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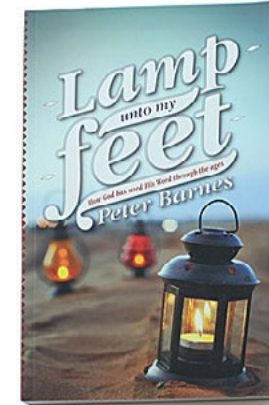


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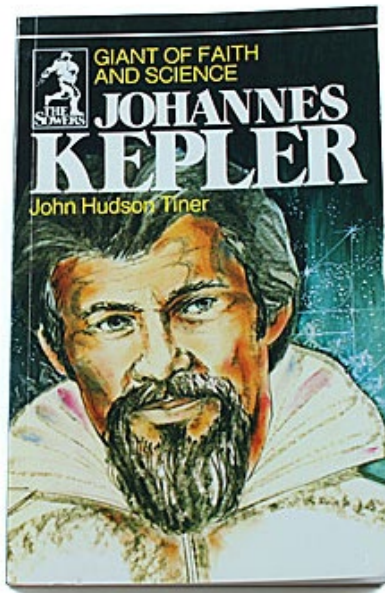
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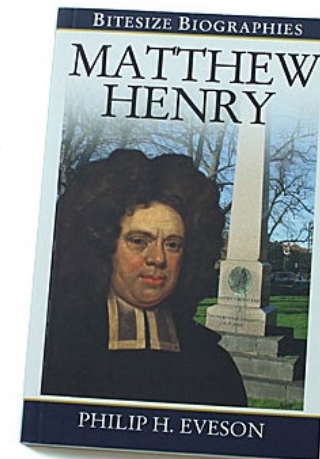


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## Using grammar to help spell the schwa sound

The *schwa* is the neutral vowel sound which sounds something like ‘uh’ in the rhythm of speech.

Because it has no clearly defined sound, and because it can be represented by *any* vowel, spelling the schwa sound can be somewhat of a problem – it seems that we have to simply remember which vowel it is for most words. But as we have found out in the last two *Light of Life* issues, grammar can come to the rescue in many cases. In this issue I will tell you more.

### ity and ety

**ity** and **ety** are suffixes which form nouns. Although they use different vowels, we pronounce them both as ‘uhty’. However, there are definite clues which help determine how to spell this ending. Examine the words below:

Adjective	Noun
adverse	adversity
sane	sanity
able	ability
major	majority

pious	piety
anxious	anxiety
sober	sobriety
various	variety

Notice that **ity** will be used to represent the schwa sound for all nouns unless the sound ‘igh’ comes before the suffix, in which case **ety** would be used.

**ety** will also be used when adjectives are derived from nouns ending in **et**, for example, **crotchety**, **fidgety** or **velvety**.

So, when you hear the sound ‘uhty’ at the end of a word, spell it as **ity** unless:

- the word sounds like ‘igh+uhty’, or
- the word is an adjective.

Note also that when adding **ity** to a word ending in **ous**, the **u** is removed:

generous	generosity
curious	curiosity
viscous	viscosity

### able and ible

Most adjectives which have a suffix added to a base word use either **al**, **ous**, **able** and sometimes **ible**. **able** is usually added to a base word if the base word is clear and the derivative means ‘able to do what the base word says’:

Verb	Adjective
accept	acceptable
break	breakable
tax	taxable

But if an adjective does not have an evident base word, yet ends with the schwa sound

‘uh+ble’, the suffix **ible** is more likely to be added:

aud-ible	poss-ible
horr-ible	terr-ible
cred-ible	divis-ible

The part before **ible** in the above words is only a part of a base word.

However, there are some words which have the suffix **ible** where **able** would seem to be suitable, and vice versa. For example, **digestible** means something which is able to be digested, so why isn’t it spelled **digestable**? **affable** has no clear base word, so why isn’t it spelled **affible**? And does **capable** mean ‘the ability to cape’? Some words simply need to be learned.

You can find a large amount of examples on page 94 of *The Book of Rules*. Perhaps you can make more rhyme and reason from the exceptions than I can. Have fun trying.

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.

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

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Vol 36 No 4

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