



Welcome to the new year and to our first attempt at electronic publishing for Light of Life.

This issue (volume 32, number 1) begins a new era of Light of Life, coming to you via email in PDF format. It has been designed to also be 'printer-friendly', and we encourage you to leave printed copies lying around your staff room or coffee table.

The early part of the year has seen some major challenges for many through floods, cyclones, fires and earthquakes. We are thinking of and praying for those who have suffered loss, particularly for any involved in Christian education.

### This Issue

With the advent of electronic media we can now incorporate several new features into *Light of Life*, such as searchable text, links for further information, and direct web ordering of resources by clicking on the pointer. We welcome your feedback on other features you may like to see.

### Projects

- We have now completed the phonograms DVD showing mouth positions for the sounds.
- We are continuing to build the online Teacher's Resource Kit for LEM Phonics.
- We are editing the *Book of Rules*, which will be followed by the word list books.
- *Let's Teach Art* for Grades 1 and 2 are being completed.

Enjoy our first electronic issue!



### CHESS

The 2010 CHESS program was a good encouragement for us. Attendance was quite good, response was excellent and once again we met many who were new to home schooling. Each CHESS serves as an encouragement to us at LEM as we meet and speak with parents who have seriously embraced the great challenge of the Lord to raise our children for the glory of God.

As always the book display attracts much interest, providing an opportunity for parents to explore options for their home education program.

We bring a large range of resources – it's amazing how much we manage to fit into the old wagon. We endeavour to bring at least the text for all subjects and publishers we stock, and it's all available for sale on the day at the CHESS. Of course you can order other materials from our catalogue and we'll send it to you when we get back home.

### 2011 Program

We are planning five CHESS seminars for this year.

Brisbane	Saturday 16 April
Adelaide	Saturday 21 May

Sydney	Saturday 25 June
Melbourne	Saturday 16 July
Perth	Saturday 13 August

Please note that dates for Sydney and Perth have changed from last *Light of Life*. We ask that you let your friends know about your state CHESS – click the link at the end of this article to download individual flyers, or visit [www.chess.lem.com.au](http://www.chess.lem.com.au). As always we look forward to meeting you there.

### Book Display in Hamilton

A book display of LEM resources is planned for Hamilton, Victoria, on Thursday 19 May. Books will be available for purchase and ordering.

The display will be open from 1–4pm at St Andrew's Presbyterian Church, Hamilton. There is no charge for this display.

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

### International News

#### Peru

We were blessed to have Bob and Frances Relyea visit the LEM Office in January. They have been home in Australia since November, enjoying a well earned rest, and have been visiting their children and many grandchildren. They will return to Peru on 16 February. Working so far from family is a challenge for them and indicates the strength of their commitment to the people of Peru.

Their next two year stint in Peru will focus on strengthening the team that has already

begun to assemble. Their headquarters is in the northern, coastal city of Chiclayo.

It has been encouraging to see a strong team beginning to take shape in Peru, and we are working with Bob and Frances to be able to continue the work of LEM when they eventually return to Australia.

The ministry in Peru is known as *Antorcha Ministerios Educativos* or AME. *Antorcha*

is Spanish for 'torch' and, of course, represents the LEM torch.

With Presidential elections to be held around the time of a possible visit we have decided not to have Peter Frogley visit in 2011. Presidential elections in Peru, and many other nations, cause significant upheaval through restrictions on travel, cancellation of services, and in worst cases open revolt. Tentative plans are being made for Peter to return to Peru in the first half of 2012.

### India

After a very successful visit early in 2010, Evelyn Garrard has returned to India with Rev Richard Wilson. This time she is accompanied by Amy Joy, the daughter of LEM Phonics Registered Instructor Chris Joy. They left for India on 4 February.

Seminars in LEM Phonics have been planned for West Bengal and Sikkim. As always, there are uncertainties in the developing world, and ongoing political protests in northern West Bengal and the Darjeeling Hills district have necessitated some changes to plans.

But God has been gracious in allowing alternatives to be arranged. In mid March Peter Frogley will join the team in West Bengal, then they plan to travel via Kolkata to Nepal to conduct introductory courses in LEM Phonics in three centres including Kathmandu. God has provided some good people who have the potential ability to oversee the development of the LEM Phonics program in India. With this potential it is hoped we can see the program well established and a business model set in place to market LEM Phonics resources to the local area schools and eventually throughout India.

Peter will also travel to Rajahmundry in the Andhra Pradesh province to visit Samuel Babu Merupu, who has been interested in the LEM phonics program for some time.

### Papua New Guinea

Mesia Novau is helping to organise a follow-up seminar for the Kwato schools in and around Alotau in Milne Bay Province.

The 10–15 schools relating to the Kwato Mission began with LEM Phonics after a visit from Mesia and Peter in 2009. They are keen to fully employ the LEM Phonics program in their schools. The critical need is always to ensure teachers are well trained to be able to continue to teach the program effectively.

Peter is currently working with Mesia with a view to returning to conduct further training for the teachers in the second half of April 2011.



Evelyn with teachers in Namchi, India



Evelyn and Amy on a 200m high bridge in Sikkim

## HEA closes



The LEM Home Education Assistance program closed at the end of 2010.

Many former HEA students have now graduated – not only HEA, but also tertiary courses, often with distinction. Some now have families of their own. Over the years literally hundreds of families have been helped with their educational programs.

### Assessment Service

Our popular assessment service, however, is continuing. These assessment tests enable us to assess the standard at which children are working in the key subject areas of language and maths, and then recommend suitable texts.

If you are commencing home education these tests are almost indispensable in ensuring you purchase the right books for your children. Obviously tests are not applicable for children beginning their formal education.

### Setup sheets

Setup sheets have been created for the majority of texts we sell. They provide a guide to what you should cover each week of the 'school' year and when tests are to be taken. These sheets are available for \$5.00 each.

# Exploring Christian Education

PETER FROGLEY



## No. 79: Is all Christian Education Christian?

Not only are we living in a new era in terms of *Light of Life*, but it is a new era for Australia and indeed the west.

The world is changing and the western world is in decline. Historically, we could expect that decline to continue.

Biblically many Christians believe it is the role of the church to provide direction for nations, in that the Great Commission instructs the church to make disciples of all nations. Tragically the church as a whole has not accepted that role and have ceded leadership to the world. The world (of the unregenerate) has moved into the leadership vacuum and has taken over the role of the church — with the disastrous consequences we observe daily in our news reports.

Rather than giving leadership, the modern church often goes to the world apologising for itself and its message. All too seldom do we hear of church leaders standing on the Word of God in the public arena. The

prophetic voice God gave His church has all but disappeared. Hence, as a fruit of a lack of prophetic proclamation of the Gospel, we find the church itself falling victim to many of the heresies of church history.

### The Challenge

This weakened state of the church makes the task of Christian education so much more difficult as leaders in Christian education are often not able to find the church support they need to build godly schools, let alone support home educators. If the church was providing that prophetic voice we would not have the struggles we face today with government authorities in developing real Christian education.

Those involved in Christian education know well that it has been difficult enough to communicate the philosophy of Christian education to the church, let alone those outside the church. Without the strong support of the church Christian education has become increasingly a 'para church' movement, having to chart its own course and often finding itself out of step with the church. But to function outside the protective umbrella of the church is a dangerous place for Christian educators. The challenge to both Christian education and the church is to find a way to work together in the unity provided by the Holy Spirit.

### Emergence of Modern Christian Education

Education has been an integral part of the Christian community from the earliest times, ever since Christians have

understood the biblical role of family and church in education.

Since the Reformation we have seen the emergence of Protestant church schools, which generally came to represent the wealthier members of the denominational churches. The modern Christian education movement emerged in the second half of the twentieth century. It was the result of a stirring of the Holy Spirit in the hearts of men and women across a wide variety of denominations. There seemed to be a common thread, stronger in some parts than others, to see schools that presented the Lordship of Christ through all learning. To these pioneers it seemed the existing church schools had largely lost their vision for godly education and had resorted to presenting a higher standard in both academics and discipline. To that degree many such schools have done very well.

For me and many others it was the stirring of the Holy Spirit that motivated us to pursue what was on God's heart for education. It was a great blessing and inspiration when praying with some friends I found myself speaking out a definition of education that changed my life and established a call to serve the Lord in Christian education.

Education is the unfolding of God — His character and His creation.

A number of others spoke of similar understandings of what they felt God was wanting to do in educating His children. Many of these people were called to the educational ministry during the 1970s.

This call was the major impetus to launch the modern Christian education movement. Similarly parents began to be stirred for their children's education, many becoming involved in establishing Christian schools, whilst others believing they were to take Deuteronomy 6:7 to heart and educate their children at home. Thus home education began to grow through the 1980s to quickly represent thousands of families in Australia.

For the purposes of this article I am focusing on Christian schools, bearing in mind that I believe there are similarities in the directions home education has taken, particularly into the twenty-first century.

### The Nature of Christian Schools

There seem to be four categories or models of Christian schools and it is important for parents to recognise these when choosing a school for their children.

The four categories are:

1. Those wanting to provide a safe haven from dangers of state education
2. Those wanting to bring salvation to children
3. Those wanting to provide a better quality environment for academics and discipline.
4. Those wanting to present the crown rights of Jesus Christ in every area of school life.

The vision or goal of each model will largely determine both the outcomes for students and the response from government.

### *Model 1: Avoid dangers of culture*

This first category of schools have no real godly vision for their existence. Rather they aim to provide a safer Christian environment for children. They will generally have no problem with government as they basically run a state school. It is the central place of Jesus in a school which seems to be the source of offence.

### *Model 2: Evangelical*

The second category are the evangelical schools, which present interesting possibilities. If they enthusiastically pursue their goals they will probably finally upset authorities as being fundamentalist and exclusivist — for example, teaching that there is a necessity for salvation that excludes all other paths to God.

This is a highly offensive notion in our multicultural society — where all values and beliefs are equal. It therefore follows that such evangelical schools are a threat to a cohesive society by proclaiming an exclusive path to truth.

In our day, however, many evangelical schools have compromised the message to avoid offence to sinners. Such a watered down message will tend to be inclusive of all who want to express their faith in whatever manner they may choose.

Over time it seems many of these schools lose their initial enthusiasm and under pressure from society and government compromise their message to suit all and in the process curtail their good intentions.

### *Model 3: Academic and discipline*

These high standard schools will generally have no problem with authorities as they usually follow government curriculum guidelines. The quality academics and rigorous discipline serve them well, but before too long authorities will begin to have suspicions of the schools cultivating attitudes superiority and exclusivity. This is anathema in our inclusive, egalitarian society. The excellence of many of these students becomes somewhat an embarrassment to the governmental educational establishment and the schools will become known as exclusive schools subject to various politically correct attacks.

## **To present the crown rights of Jesus Christ is to restructure the whole school**

### *Model 4: Lordship of Christ*

To present the crown rights of Jesus Christ is to restructure the whole school. Such a school needs to carefully consider its enrolment policy, the nature of curriculum, behavioural standards, teacher performance amongst many other considerations arrived at in the light of Scripture.

These factors inevitably bring the school into conflict with governing authorities. Of course, the root problem is that governments have no legitimate biblical role in education.

Nevertheless, the church has allowed (in fact, in some cases, requested) governments to take control over matters of which the Bible gives authority to the home and the school.

The pressure on schools to conform to societal and thus governmental expectations is enormous and this is compounded by iniquitous government policy of funding education.

### **Lessons from History**

Unfortunately, our governments see themselves as saviour (the messianic state) and as such they set parameters and standards which reflect their understanding of truth and reality. This reminds us of the dilemma of the early Christians living in the Roman state. The Romans saw Christians as atheists, because they denied the god of the Empire, who for Romans was the only true god. So today Christians who endeavour to live biblically are increasingly seen as the antithesis of a tolerant, cohesive society — and are thus ‘atheists’ in terms of the messianic state.

You see, it is true — Christians still want to turn the world upside down, as did our forefathers. If we are committed to such a change for the better it will not happen without strong resistance from forces opposed to the truth. Historically we can observe that any movement that embraced anything other than the status quo encountered opposition, many times resulting in violent persecution. We would be naive

to imagine true Christian education will encounter any less.

It is this concern, perhaps fear, that leads many Christians to compromise their stance. Many and varied perspectives can be presented as to why it is wise or astute to compromise, but the truth is that compromise never changed the world — and that is what Christians have been called to do and to be.

### **Our Response**

Each of the above philosophies for Christian education have their place and adherents, but for me only the fourth model has any chance of producing fruit that is fitting for God and His kingdom.

We can have protected characters and that is good, but are they equipped to cope with the rigours of life in modern, wicked society?

We can be saved each week at school assembly, church and camps, but if we do not know how to live our Christian life in the kingdom of God is there any great eternal purpose served?

We can be disciplined and hold several PhDs, but will that equip us to stand before the judgement seat of God and explain our life of service?

But if the lives of our children bear fruit for the kingdom of God then we see the potential for generational change which will result in a changed nation.

## Helping Children Grow Up

TITUS OTTO



### What joy a baby's first smile brings to their mother!

How a father's heart is gladdened to see his children walk in the ways of truth! For all the time, tears, and toil parents have invested in their children, it is rewarding to watch them grow into adulthood. First comes joy in the physical development, and then greater joy in the spiritual development, because that is the most important aspect of growing up.

Young children in Christian homes are made to know obedience, honesty, kindness, and concepts of God and made to live in accordance with this knowledge. As they mature into adolescence, the children understand these concepts and their benefits, and are encouraged to choose to respond in line with what they know. We could think of it as fine-tuning the character; yet it is the most crucial phase of child development.

The more children mature physically or mentally, the more choice they have in developing their character, and the less control others have. Eventually the intellect and will are developed to the point where external input has little force unless a bond of love and confidence has already been established

that motivates the 'want-to'. Assuming that moral knowledge and God-consciousness have been instilled in a loving, consistent environment, how can we encourage our children to make right choices?

### Consequences

Providing consequences for actions is a way of providing incentives for growing up. In contrast to modern thought, this principle works as well negatively as it does positively because this concept originated with God. Just think, how holy would any of us be if there were no hell?

In childhood, parents use punishment and rewards to establish positive behavior patterns. But as children mature, they should be helped to see the natural results of their actions. They may not realise that their selfishness drives away friends, their constant chatter often says things to regret, and their procrastination makes work twice as hard. Someone will need to point out the connection.

Once a particular behavior has been addressed, a red flag will pop up in children's minds when similar situations arise again. Then simple reminders may be all it takes to tip the scales positively. A finger held to the lips when the talk is too free, a significant look during snack time, or breaking an assignment into segments, each to be completed in ten minutes, may inspire them to find ways to grow up on their own.

Parents and teachers can increase the deterrent of negative consequences by requiring the child to repair his damages. Apologising

for having leaked confidences or replacing the damaged property of others are ways of emphasising the pain of carelessness. Gradually they will find the benefits of maturity far superior to an unbridled spirit.

Positive consequences are often more motivating than negative ones. The satisfaction of a project completed, the joy of unselfishness, the efficiency of beginning promptly, and the stimulation of sensible discussion are powerful. When showing causes of sad consequences, demonstrate how to produce happy results. Act out right responses; practice giving a calm answer to teasing. Point to the example of others to illustrate that taking an interest in others makes our own lives richer, submission brings joy, and diligence results in accomplishment. Simple encouragements — a warm smile, a quiet word of praise, a note of appreciation — are sunshine to the seedlings of maturity.

One rainy day in my boyhood, I watched my mother crocheting an afghan and wanted to try it myself. After showing me how, she wisely said, 'I don't mind if you want to make an afghan; but if you start, you must finish'. With that help to consider the consequences of impulsive interest, I immediately stopped.

### Role Models

Everyone has role models that they emulate consciously or subconsciously. Learning from others is an important part of maturity. We are not interested in simply fitting into the crowd, but since nearly everything we learn is passed to us from others, we must not be too independent. Our children

will copy someone, so provide them with role models worth following.

Stories provide many role models, even for adults. The largest source of stories is our bookshelves, filled with solid books from conservative publishers. Other books may be there too that are informative — Robert Byrd's trip to the South Pole, colonial life in early America, animal stories — but these may not emphasise a sinful or carnal lifestyle. The bulk of reading for growing children should support the spiritual lifestyle of our homes.

Teachers, just as you remember the message last Sunday by the illustration the minister used, so the admonition you give will be more readily received and more easily retained when illustrated by a story or real-life example. Use stories frequently in devotions. Social studies is full of stories that show the depravity of man, the omniscience of God, and cause and effect. Make use of these opportunities. Use stories freely, but be certain that they illustrate and accentuate the truth, not merely entertain.

Children should know whom their parents and teachers admire. They should hear our appreciation for the strengths of others and how their lives challenge us. We ought to be noticing the good points of our children's friends before our children do.

Parents and teachers should speak of their ideals, their purpose in life. Eventually, we want children to look beyond the people they admire to the cause, purpose, and principle the role models live for. For example, we do

not wish so much to copy Paul's lifestyle as to emulate his commitment to Christ and selfless service for the Gospel.

Here is where biographies of spiritual men and women have great value. On the other hand, some biographies may require some clarification from us. We can learn from Benjamin Franklin's attentive observation, the Constitution writers' sense of justice, or the courage of Edith Cavell, but their theology may not be sound.

When children can appreciate the actions, ideas, and experiences of others, then they are well equipped to find beauty of character behind roughness of personality or harshness of criticism. Learning to see beyond the hurt, to analyse whether there may be something profitable in the accusation or criticism, is a step toward maturity.

When I was a young teenager, my older brother attempted to help my sister and me improve our outlook. Initially my temper flared a bit, but the truth slowly soaked in that he was right, so why get angry? By accepting the correction, though unpleasant, I could see past his method to his point.

### Accountability

The awakening of accountability is intertwined with growing up as appeal is made to the child's will. All the principles ingrained in them from infancy bear their morality through the twinges of conscience, and that invaluable goad can do as much as parents and teachers combined.

Nevertheless, this is not the time to stand

back and let them work it out themselves. Parents and teachers must continue the pressure they have always exerted, and additionally, be diligent to help children keep their conscience clear. At this age, issues arise that are not as clearly right or wrong. Loretta may be bothered by the way she spoke to her younger brother; Keith may wonder if he told that story quite right. Helping them to determine whether it was wrong, to make confession, and to establish a safeguard for the next time are steps toward maturity.

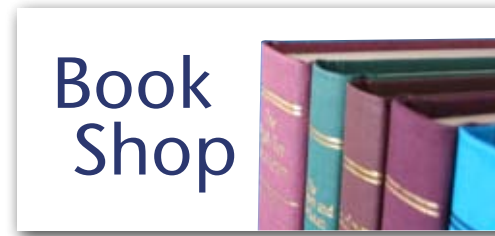
Hearing parents and teachers confessing their failures helps children overcome the fear of failure, and enables them to use failures to strengthen their character.

A God-conscious atmosphere at home and school keeps alive the sense of an allseeing God. But eventually the child realises that no matter how much he wants to do right, he cannot always manage it. It also becomes evident to him that self is the greatest hindrance to maturity. When he deliberately gives himself to God in repentance and faith, he truly is growing up!

The Bible term for adults who have failed to grow up is fools. On the other hand, Paul apparently made some deliberate choices to grow up: 'When I was child, I spake as a child, I understood as a child, I thought as a child: but when I become a man, I put away childish things' (1 Corinthians 13:11).

May parents and teachers be such people who would encourage children to become men and women, not fools.

*Christian School Builder, February 2011*



## LEM Publications

### Teachers Resource Kit

The TRK is only available on the website with an access address and password exclusively dedicated to your school (or home).

Resources are easily printed from PDF files and duplicated for your class, or used directly on an interactive whiteboard or projector.

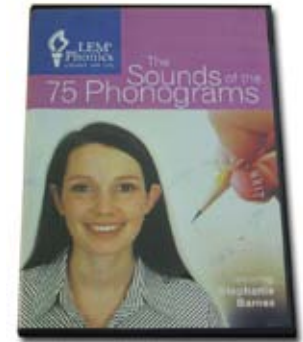
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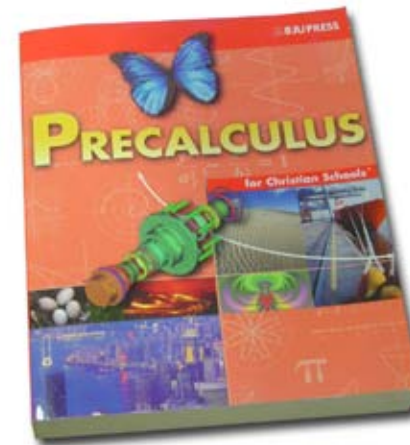
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**Andrew McColl** is a trained teacher (B.A., Dip.Ed., M.Ed.), and along with his wife Sue has homeschooled their three sons for fourteen years, from 1990–2003.

After working for seven years in Christian schools, and assisting homeschooling families for eight years in Australian Christian Academy, Andrew has started his own consultancy business, Hebron Homeschoolers, to assist homeschooling families.

We can provide the academic support that many find helpful in running their homeschooling program.

We can also help with advice on pursuing tertiary studies, including university entrance. Our goal is to provide academic support, along with the help and encouragement families often need to successfully educate their children.

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Our charges begin at \$195 for families not using the ACE curriculum. ACE users pay \$375 annually for one student, increasing by \$50 for each student.

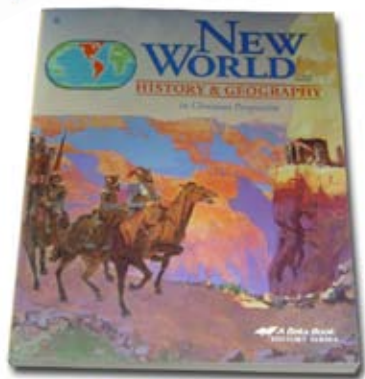
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phone (07) 3264 3248  
or visit our website at [www.hebron.com.au](http://www.hebron.com.au).

'Everything we do, beloved, is for your strengthening.' 2 Cor 12:19



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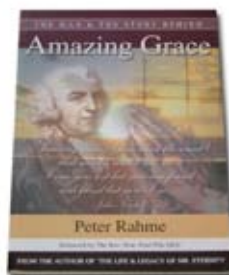
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# Light of Life

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

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

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Vol 32 No 1