



encouraged at the interest and enthusiasm of the people who attended.

Our staff have also been very busy overseas with Evelyn spending two months in India and Nepal. I spent three weeks in India and Nepal as part of that visit and was most encouraged at the interest shown. I also spent two weeks in PNG with excellent fruit.

We trust you enjoy this issue with various reports and some thought provoking articles.

### This Issue

*Exploring Christian Education* is titled 'Educating for a Purpose' which contrasts the humanist model and practices with the Christian faith. We present a short encouraging piece 'The Hand of the Lord Upon Me' from *Christian School Builder* and a health article from George Malkmus on the treatment of cancer. We also present a number of great new titles that have recently become available in the book section.

We have been pleased at the positive response to our electronic version of *Light of Life*.

One or two have been disappointed they will no longer receive a printed copy but we are satisfied that this is the way forward for us.

The school year has settled into its stride and we trust you are all making good progress in training the next generation for service in the kingdom.

We have already conducted an excellent CHES seminar in Brisbane and were most

### Projects

- Continuing to build the LEM Phonics online *Teacher's Resource Kit*
- Editing the *Book of Rules*, which will be followed by a revision of the word list books
- Completing the trial editions of *Let's Teach Art* for grades 1 and 2.

Keep on educating for the glory of our King!



### CHES

The 2011 CHES season has gotten off to a flying start with an excellent day at the Presbyterian Church in Annerley, Brisbane. A goodly number attended and we were so blessed to have Olivia Walton assist in organising the day. It made the day so much more effective – thank you Olivia! Unfortunately for us Olivia is off to Townsville as her husband has taken a pastoral position there. We are looking for another person to assist with Brisbane CHES in 2012 – are you able to help?

We are expecting to enjoy the remainder of the CHES season and I trust you are able to join us this year. 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 CHES. Of course you can order other materials from our catalogue and we'll send it to you when we get back home.

### 2011 Programme

<b>Sydney</b>	<b>Saturday 25 June</b>
Melbourne	Saturday 16 July
<b>Perth</b>	<b>Saturday 13 August</b>

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

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

### International News

There are well advanced plans for overseas ministry by LEM staff in 2011.

### India

In February Evelyn Garrard and Amy Joy (the daughter of LEM Phonics Registered Instructor Chris Joy) visited India with Richard Wilson from the Indian Reformed Fellowship.

Despite some political unrest and uncertainty, Evelyn conducted successful LEM Phonics seminars in the provinces of West Bengal and Sikkim. Peter Frogley and Richard visited Bagdogra, Kalimpong and Darjeeling before meeting up with Evelyn and Amy in Mirik. The team was able to plan a number of seminars for February 2012 and we are interested in any experienced LEM Phonics teachers who may wish to join us for this adventure.

The team travelled via Kolkata to Kathmandu, Nepal, where they were accommodated in fine manner by the LRI school. LRI is a school of 2,200 students and is a great example of a high standard school in Nepal. Although it was end of year exam time the leaders graciously made time for teachers to attend a four day seminar. The host, Urish Sharma, had gone before and organised what was almost impossible. Richard travelled on an exciting adventure to a village

close by (but still 4–5 hours travel time) and enjoyed a very profitable seminar there.

Urish has rented an office in town and has begun printing books under licence from LEM. He has been very busy planning for a return visit in September when Peter is scheduled to train teachers in Kathmandu for two weeks and Richard plans to run three seminars in locations outside Kathmandu.

Urish has established a Board of three men for this project and we are believing this will see the successful establishment of LEM Phonics in Nepal as well as Northern India.

Peter then travelled south to Rajahmundry in Andhra Pradesh province to visit Samuel Merupu, who has assembled a team of four men to promote LEM Phonics in that area. Plans were made for LEM Phonics seminars into 2012.

Richard Wilson has done some excellent ground work in getting the LEM Phonics program established in India and we look forward to very good fruit.

### **Papua New Guinea**

In April and May Peter Frogley travelled to Aotau in Milne Bay province to conduct two weeks of training in LEM Phonics.

Mesia Novau was to join him but he was held up in Port Moresby through some unforeseen events (which are all too common in that part of the world).

In ESL nations we conduct the introductory course in two one-week modules. These were conducted in the Kwato church, with over 85 teachers in attendance in week one and over 100 in week two. Results were very encouraging with well over 40 teachers qualifying for their introductory certificates. A number are planning to take the intermediate course and we are keen to see fully qualified instructors in PNG.

There are plans for Kwato to become a distribution point for LEM Phonics materials in the Milne Bay area. There were well over 20 schools represented and the leaders have been commissioned by the local education office to introduce the program throughout the province.

In addition, we are negotiating with a number of schools in New Britain and the Highlands for LEM Phonics training.

Mesia Novau continues with various projects including a new school at Fife Bay (his home town) which is to be built around LEM Phonics. He has also been asked to write a submission to government on LEM Phonics.

## **HEA closes**

The LEM Home Education Assistance programme 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.



*LEM Phonics students in Kathmandu, Nepal*

# Exploring Christian Education

PETER FROGLEY



## No. 80: Educating for a purpose

I have been in India, Nepal and Papua New Guinea in the last couple of months.

Education is based much more in reality in those nations because the people live in a world that is more real. Their lives are closer to the creation and are thus more in tune with God and His ways. On one hand their views on life tend to be more simple, yet on the other hand they are more profound than those of many in the West.

### Give me simplicity

It is particularly notable in Papua New Guinea that the general philosophy of life is much more Christian, as is their thinking and approach to education. Some would say they are fifty plus years behind us in the west, but I would prefer to suggest that they have not lost as much as we have and are actually fifty plus years ahead. They have not yet lost the fundamental idea of an education that is based on Christian standards.

Thus the presentation of a Christian philosophy of education did not require as much undoing of their thinking — they had not had the same opportunities as their western counterparts to imbibe of the godless philosophies that guide present day western education. In all it was for me a refreshing and indeed a quite pleasant experience.

### What have we done?

This time in the developing world has caused me to ponder afresh the values that undergird not only our western education system but indeed our culture.

The pursuit of an understanding of Christian education for some thirty plus years has begun to develop an ability in me to think biblically. The foundation of that thinking is that we begin everything with God. And beginning with God leads inevitably to grand and inspiring thoughts. One of the first of which is that there is a *reason* and the reason begins and ends with God!

### Our calling

He has created me in His image to fulfil His will in building His kingdom on this earth in our day.

Nothing gives me more pleasure than to share this inspirational idea with anyone who is even remotely interested.

This great call of God is our vision, our motivation, our reason for living — and it is grand because it is bigger than we are. Actually, that is an understatement — ‘bigger’ does not do justice to the grandeur of God’s

plan destined to be worked out through you and me. And through His grace God is well able to lift us up to competence in serving Him.

Being on God’s team, that is a member of His body, the church, is the fulfilment of the yearning of the human heart.

My boss is the greatest. In fact, He is the Almighty — perhaps better put ‘All Mighty’. And in His wisdom He has chosen us to outwork in power, authority and ability the greatest scheme ever devised — not by man, but by God Himself!

So, Dad, Mum and teacher, we are called to train up a new generation of young men and women for their God-ordained purpose and destiny to build God’s kingdom here on this planet, Earth. Yet this great vision is outworked day by day in teaching spelling and times tables and bringing order and discipline to young lives as we establish the tools through which they will achieve great things in and for God.

### World’s offering

By contrast to this wonderful vision and purpose God has given us for not only our children but also for our own lives, we have modern state-sponsored education. This educational system is legislated into existence as being secular — in the sense that it may definitely not be Christian. Somehow, to the world today, being Christian is like contracting a disease to be avoided at all costs. Secular, it seems, means ‘without God’ and thus without His value system.

What is the nature of this system of education and how will it effect our children should we chose to entrust them to it?

To understand this system we need to explore recent history and see how man’s thinking has progressed (or should I say regressed).

### History of change

As a fruit of the Reformation, education was reoriented to follow the teachings of the Bible in much of the west. As time went by men rose up in rebellion against God in our universities to question the thinking and practices found in the Bible. They questioned doctrines such as the trinity and the virgin birth and soon they had progressed to Unitarianism (one God with no trinity). Then questions on reliability of Scripture were raised and pursued through rationalism and by the eighteenth century rationalism became the established view. Man decided he did not need God. He could arrive at truth by his own will and reasoning abilities.

By the late nineteenth century man had decided that reality was a process. Life or existence was a process or a chain of events without plan or purpose. As there is no God they concluded there can be no plan or purpose beyond man himself.

Being a God-hater, the great educator John Dewey warmly embraced this process thinking and applied it to the *process* of education. Dewey infamously wrote in his book, *A Common Faith*:

There is no God, and there is no soul. Hence, there are no needs for the props of traditional religion. With dogma and creed excluded then immutable truth is also dead and buried. There is no room for fixed natural law or permanent moral absolutes.

With this belief system/statement of faith Dewey proceeded to develop a system of education called ‘progressive education’, and he became known as ‘the father of modern education’.

It became known as progressive education not so much because it claimed to be progressing to a better education, but rather that life is progressive or a process. Dewey’s task was to structure a system of education to help children grow up in a world without meaning or purpose. A world where the past had no meaning and the future was unknown and unknowable.

That is why Dewey and his disciples have made unusual, even disturbing (for Christians) statements about the nature of education. On this basis Dewey could write:

The school is a social institution.  
Education is a social process...

...the true centre of correlation of the school subjects is not science, nor literature, nor history, nor geography, but the child’s social activities. ...I believe that this gives the standard for the place of cooking, sewing, manual training, etc. in the school.

Many have still not realised that the nature

of education has dramatically changed in the last century. Teachers are no longer to be known as teachers — as in people who instruct in truth or fixed knowledge — but rather are ‘facilitators of learning’. Children are to discover truth and meaning for themselves as there is no truth or meaning outside one’s own personal perception. So there is no longer a place for teachers to instruct. Of course, in practice this is impossible and provides yet another illustration of the reality that only a Christian worldview can actually be lived without contradiction.

## Education actually becomes the cultivation of the sinful nature and runs a significant risk of training more effective sinners

Undaunted, one expert declared:

The accumulation of knowledge is not only unnecessary, it is probably actively harmful. Development of creativity is the important thing. A child must feel completely unpressed and free from inhibitions, so that his natural creativity will blossom and flourish.

The biblical idea that all are born with a sinful nature which will continue to manifest itself in increasing self-centred activity has

long since been rejected by our modern educational leadership. As a result education actually becomes the cultivation of the sinful nature and runs a significant risk of training more effective sinners. Just as I write this the media have informed us that hundreds of children six and under have had to be excluded from their schools and pre-schools in the past couple of years because of behavioural problems. It is of great concern that our educational experts seem to have no answer to such an absurd situation.

### Methodology

The current expression of this enlightened new way of thinking about education also produces a different classroom. Gone are rows of neatly arranged desks all facing the teacher who is to impart knowledge. This has been seen for some time as a very inhibiting environment that provides no place for students to express themselves. In place of those regimented rows of desks are tables arranged around the room so that students can be grouped around them, whilst the teacher’s desk is placed unobtrusively in the back corner so as not to interfere with the students learning. There is a philosophical logic to this new innovation. There is no authority higher than the students themselves, which is why the teacher sits in the back corner. Thus the students are arranged around a table to discuss topics (about which they know little) and then come to a joint decision which reflects the collective ignorance of the group. What a tragedy that our next generation is subject to such foolishness.

The late Rosalie Slater, pioneer Christian educator from the USA, wrote in *Teaching and Learning America’s Christian History*:

...we closed our Bibles as the educated and political text, and we shifted our level of education from the building of individual Christian character to the building of group character, conformable to society.

What is being produced today in our school systems is group character and unfortunately this is too often the case even in our Christian schools.

We have not fully appreciated how important it is for Christian character to be built in the lives of each of our children. The Bible calls this process discipleship — it is Jesus’ preferred method of training — and yet so many Christians today have abandoned His method for that of the world.

### The antidote

The antidote to all this humanistic mumbo-jumbo is to focus on building Christian character in the life of each individual student in our care — young people disciplined to the ways of our God as revealed to us in Scripture. It is a quite different model than that offered by the world and we Christians must understand God’s ways and be able to put them into practice or inevitably we too will become victims of the godless system of today.

## The Hand of the Lord Upon Me

JOHN HERSBERGER



own hammer, God has done that with each of us. He has uniquely designed us to serve in our classroom.

As teachers, we experience discouraging days sometimes. Our explanations in maths class yield only blank looks from the class. The English lesson about adverbs has little inspiration for students or teacher. Perhaps reading class even needs to be omitted since the teacher lost the race with the clock. What then? Let us remember the days when teaching went well. It will encourage us as we realise that God has indeed fitted us for this calling. After days of success, we ought to humbly thank God. As ridiculous as a hammer boasting of its hard head or good balance, so are we for feeling smug about our own teaching skill.

### Our moments of weakness show God's hand on us

God not only prepared us but He also leads us. Picture a young father in church, leading his three-year-old son by the hand up the aisle and then guiding him into the appropriate bench. Let us review God's unmistakable direction in our lives. The circumstances, counsel, and personal interest that led us to begin teaching was God's hand. The thought that entered our mind while we were praying for a devotional idea or the decision on how to correct a behavior issue was also God's direction. God's hand leads.

God also enables with His hand. Let us illustrate with a scene from a game. Nine-year-old James is trying to hit a ball. But his aim is very poor, so Father places his hands on James's, and together they swing. Crack! The ball sails into the outfield. Have we felt God's hands over our own? What about that hectic morning that gave us little time to prepare the lessons, but turned out well? Perhaps the devotional idea was only partially developed in our mind, yet God helped us present the truths clearly and earnestly. Was it not also God's enabling that lent extra inspiration for the day after the late night of Bible school? Our moments of weakness show God's hand on us. God's hand shows He is near. Five-year-old Jesse begs Father to go with him and hold his hand as he takes the kitchen scraps out after dark. He wants the security of Father's hand. We can count on God's nearness as we apprehensively call students' parents to report their recent misbehavior. Or perhaps it is the corrective sessions with struggling students when we need God especially near. Listen to God's promise: 'My presence shall go with thee, and I will give thee rest' (Exodus 33:14).

Our devotion to God and communion with Him determines what He can do with us. We need vibrant daily personal worship so that He can encourage, enable, lead, and further fit us as tools to build His kingdom.

*Christian School Builder, March 2011*

## Health

PETER FROGLEY

### A Natural Approach to Cancer

*I'm sure most people know someone suffering from cancer. This is an excellent article from George Malkmus on the present medical treatment of this insidious disease. I have edited it significantly whilst retaining the essential points.*

#### How modern medicine deals with dysfunctional cells

All cancers, no matter where they are in the body, are merely undetected maverick cells that have developed into cancer cells. This normally happens because a weakened immune system failed to recognize and destroy them before they began growing and splitting out of control.

Doctors are taught that the way to deal with these cancer cells is to use chemotherapy, radiation, and surgery. These methods further weaken the immune system, making it more difficult for the body to heal itself.

None of these methods is capable of healing cancer, because all healing is self-healing occurring when conditions favourable to healing are found in the body. It would thus seem the best approach to cancer would be to build the body's immune system to enable it to have the best chance of healing itself.

### What a paradox that our almighty God would use weak, failing mortals to build His eternal kingdom!

Men and women with finite minds daily teach about an incomprehensible God. Teachers, fighting their own battle between right and wrong, are called to train children in godly character. As kingdom workers, teachers need divine power to labour.

We teachers need to recognise we are in God's hand. We are only tools in the hand of the Craftsman. To illustrate, consider a carpenter wielding his hammer. Success shows the skill of the *carpenter* much more than the outstanding qualities of the *hammer*. We really are just the instrument. God is the Master Teacher, using us as instructors.

Now most carpenters would agree that the quality of their hammer does contribute to their effectiveness. Likely they feel a bit limited the day they need to use a cheaper, spare hammer because of having left their Estwing at the previous job site. So the quality of the tool is important for best performance. Although few carpenters have the privilege to design and smith their

### Chemotherapy

Chemotherapy involves the use of an extremely toxic and poisonous chemical drug. It attempts to kill the cancer cells before the chemotherapy kills the patient. Chemotherapy is also capable of creating cancer in a non-cancerous body.

The most common types of cancers to result from chemotherapy treatments are lymphomas and leukemias, according to the American Cancer Society.

### Radiation

Radiation destroys cancer cells by burning them. Unfortunately, radiation not only destroys cancer cells, but also nearby, non-cancerous cells. This further weakens the immune system.

### Surgery

Surgery to remove cancer requires anaesthesia which offers its own risks. In addition, lymph nodes are often removed during the surgery, further weakening an already weakened immune system (ironically, lymph nodes are a vital part of the immune system).

### Limitations of medicine

Radiation, chemotherapy, and surgery all may cause problems that don't show up until months or years after treatment ends. These are called late side effects and include heart or lung disease, infertility, and intestinal problems.

Sadly, the only modalities a medical doctor has been taught to use in medical school (and in most states the only modalities a

medical doctor can legally use) are those that poison the cancer cells, burn the cancer cells, or remove them by surgery.

If these modalities (which are aggressive and destructive to the immune system) are not successful, the patient is usually pronounced terminal. This often leads the patient to accept some extremely expensive experimental chemotherapy as a last ditch effort to arrest the cancer before being sent home to die (or dying in the hospital).

In some locations if a doctor uses any other modality (including nutrition) other than the poisoning, burning, or cutting to subdue a cancer, that doctor can lose his license, be fined, and possibly go to jail.

Most cancer patients in this country die of chemotherapy. Chemotherapy does not eliminate breast, colon, or lung cancers. This fact has been documented for over a decade, yet doctors still use chemotherapy for these tumours.

*Allen Levin MD UCSF, The Healing of Cancer, Marcus Books, 1990*

Chemotherapy is commonly prescribed to treat most cancers, but, according to the American Cancer Society, even doctors are careful not to describe this treatment as a cure. Because chemotherapy cannot target only cancer cells, its toxic chemicals also destroy healthy cells.

[www.livestrong.com](http://www.livestrong.com)

Is it any wonder that a survey of oncologists reveals that most oncologists would not allow chemotherapy to be used on

themselves or a loved one in the treatment of cancer? Oncologists have seen firsthand the devastation of the immune system caused by chemotherapy.

### Diagnosed with cancer

If you are diagnosed with cancer it is important to think carefully. Sadly, few doctors will tell you that 98% of conventional cancer treatments (chemotherapy and radiation) can make you sicker to the point that your immune system is severely compromised, making healing increasingly difficult or impossible.

Currently, cancer is the second-most-common cause of death in the US, responsible for one out of every three deaths.

### Is there a better way of dealing with cancer?

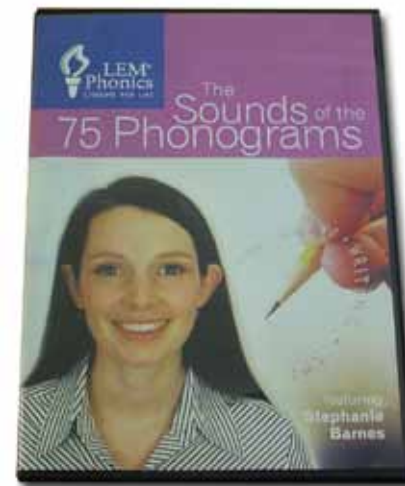
While there are no guarantees for healing in any method of treating cancer, there is an alternative way that is much less toxic, less expensive, and offers greater hope for recovery than conventional cancer treatments.

This way is not toxic, does not compromise the immune system (rather it builds it), is not expensive, and is totally contrary to the toxic, immune system destroying, invasive and expensive way of the world.

All healing is self-healing. In other words, God placed within each of our bodies the ability to heal itself if conditions favourable to healing are brought about within the body. We will explore some of these options in future editions of *Light of Life*.



### LEM Publications



### The Sounds of the 75 Phonograms

We have had a Phonogram CD for many years to assist and clarify pronunciation of the phonograms.

We have found some children and most speakers of another language have some difficulties with English sounds. This DVD allows students and teachers alike to see as well as hear the phonograms. The closeups of mouth position and on screen phonograms make this a valuable asset. **\$24.95**

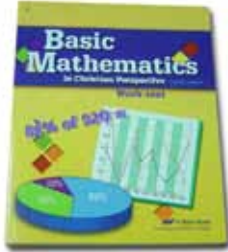
The Sounds of the 75 Phonograms DVD  
Click to order

## A Beka Mathematics

### Grade 7

*Basic Mathematics*  
4th Edition

A minor revision of the third edition, this course is a strong review of all arithmetic concepts and skills. Topics covered include percents, banking, adjusting recipes, and reading meters.



Student Text	\$34.95
Teachers Edition	\$53.40
Curriculum Guide/Solution Key	\$43.45
Quizzes, Tests and Speed Drills	\$10.40
Teacher Key to Quizzes/Tests/Drills	\$14.15

### Grade 8

*Pre-Algebra 3rd Ed*

A minor revision of the second edition, the text includes basic skills, measurement, Algebra, graphs, statistics and probability, business mathematics, geometry, Pythagorean rule and trigonometry, scientific notation and the Metric system.



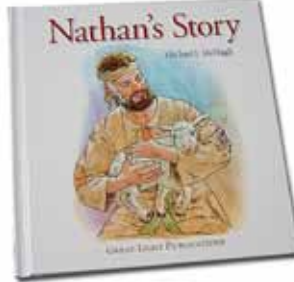
Student Text	\$34.95
Teachers Edition	\$53.40
Curriculum Guide/Solution Key	\$43.45
Quizzes, Tests and Speed Drills	\$10.40
Teacher Key to Quizzes/Tests/Drills	\$15.10

Abeka Mathematics  
Click to order

## Great Light Publications

### Nathan's Story

Mike McHugh's beautifully illustrated narrative for young children retells the story Nathan the Prophet told King David to provide a very clear understanding of what it means to love one's neighbour. Includes teaching suggestions with scriptures and discussion starters.



48 pages, hard cover. **\$14.75**

### The Life and Legacy of St Patrick

An updated edition of Mike McHugh's former title *Saint Patrick, Pioneer Missionary to Ireland*, this book tells the great and inspiring story of how sixteen hundred years ago God used St Patrick to transform Ireland from pagans to Christians.



This upper primary book features numerous illustrations as well as a number of colour photographs from Ireland. 149 pages, soft cover. **\$11.35**

### Queen Sheba's Ring

*Centenary edition, by H Rider Haggard*

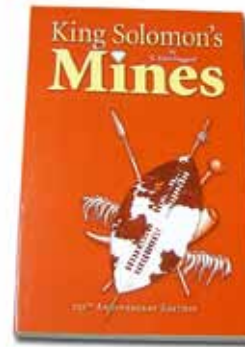
In this tale of love and adventure set in remote interior of Africa in late 1800's, four Englishmen risk their lives to rescue an African princess who claims to be a descendant of the Queen of Sheba. 298 pages. **\$15.85**



### King Solomon's Mines

*125th anniv. edition, by H Rider Haggard*

Set in nineteenth century Africa, this is the story of the seasoned hunter, Allan Quatermain, who is hired to guide a wealthy Englishman in search of his lost brother. The story of finding the brother, however, also becomes a treasure hunt for King Solomon's mines. 237 pages. **\$15.85**



Set in nineteenth century Africa, this is the story of the seasoned hunter, Allan Quatermain, who is hired to guide a wealthy Englishman in search of his lost brother. The story of

### Fair Margaret

*Centenary edition, by H Rider Haggard*

Historical fiction telling the story of an English maiden, Margaret, who is forced to endure the terrors of the Spanish Inquisition of the late 1400s. The drama reminds readers of the immense value of religious liberty. 312 pages. **\$15.85**



Great Light Publications  
Click to order

## Student Library Books

### You can Be Another Great Australian

Margot Ogilvie's book has been available from LEM for some time now and has enjoyed good popularity. Now the author has prepared a student workbook to accompany the text — a write-in book that provides good, thought provoking questions.



Text	\$16.95
Student Workbook	\$15.95

## The Cellar Beneath the Cellar

This book is the newly-released second title in Lee Duigon's well-received *Bell Mountain Series*. The bell has rung and our heroes set about finding the hidden sacred writings, whose message can revive the fortunes of a dying world. 287 pages.



**\$15.85**

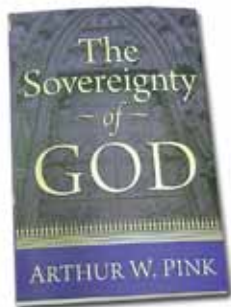
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## Theological and Family

### The Sovereignty of God

*A W Pink*

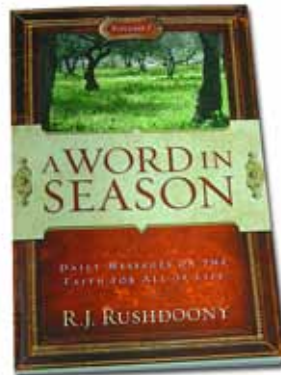
We have not had stock of this great classic for some time, but now in its 26th printing this great book addresses the fundamental question of how God interacts with the created world. 269 pages. **\$17.00**



## A Word in Season

*R J Rushdoony*

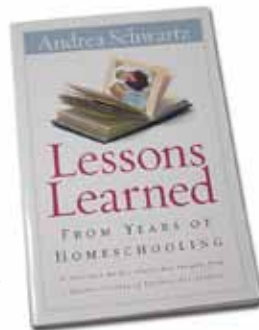
A series of daily messages taken from over 430 articles Rushdoony wrote for a regular column in an agricultural periodical. This is not a 'devotional' of introspective musings, but daily bite-sized readings on uncompromised faith. 152 pages. **\$13.60**



## Lessons Learned From Years of Home Schooling

*Andrea Schwartz*

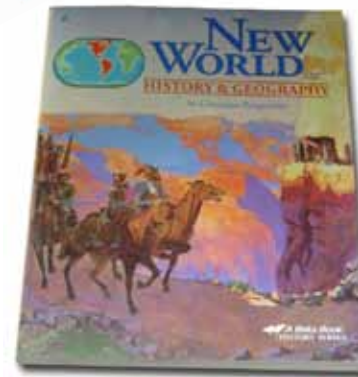
A quarter of a century of hands-on experience in home education comes your way in this book. 26 short pithy chapters of thought and inspiration for home schoolers. 107 pages. **\$15.85**



Theological and Family Titles  
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## Overstock Specials for a limited time



### A Beka Grade 6 New World History and Geography

We are overstocked on this excellent study of the Americas. Too often Australians have an aversion to studying North, South and Central America in their programs—to their children's loss. This course is the second part to *Old World History and Geography* and completes a very good summary of the world.

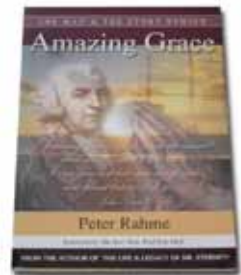
Include this great course in your program this year at 30% off.

	was	now
Student Text	\$30.55	\$21.40
Answer Key to Text	\$17.90	\$12.50
Student Maps and Reviews	\$8.55	\$6.00
Teacher Key to Map/Review	\$15.25	\$10.70
Student Test Book	\$8.55	\$6.00
Teacher Key to Test Book	\$15.25	\$10.70
Student Quiz Book	\$8.55	\$6.00
Teacher Key to Quiz Book	\$15.25	\$10.70

## Amazing Grace by Peter Rahme

Peter Rahme's excellent biography of John Newton and the story behind the hymn.

was \$8.00  
now \$4.00



### The Nativity & Boyhood of Jesus

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## LEM Phonics Corner

EVERLYN GARRARD



*Light of Life.* The DVD had its premiere in India, in large Academies, area schools, and tiny village schools. Whatever the place, they loved it, and it gave them an anchor to hold on to until we are able to go again and give the teachers further training.

In one big school in Kathmandu, where we trained teachers, I was extremely impressed with the level of vocabulary the teachers were at ease with, and even more so by the questions they asked, obviously trying to catch me out. These were secondary teachers of science, maths, etc., and were asking me to analyse words, some of which I wasn't even quite sure of the meaning. But the trustworthy LEM Phonics program almost always came up with an answer which impressed them greatly.

However, almost all of those advanced teachers could not discern the difference between words like **shell, sell, sale, shall** and **shale** when spoken in isolation, because their ear is not programmed to hear sounds which are not included in their language. They found it difficult to easily discern between the sounds 's' and 'sh', and 'ee' and 'ay'. I convinced them that knowing the phonograms alone would help them to hear and pronounce words correctly. This really made them begin to see the huge potential of our program to help them achieve better pronunciation, as well as learning to read, write and spell much better.

The work is just beginning in Nepal, and the man leading it up there, Urish Sharma, needs much prayer support to get LEM

Phonics on its feet. It will take hard work, finance and the blessing of God, as has been the case in all countries we have been to with LEM Phonics. So we would appreciate your prayers for this venture. It holds so much potential.

One little school, which has just started in a place called Pelling, is an attempt by Christians to impact the Buddhist community, which is very strong there. It was a blessing for Amy Joy and me to be able to share a Christian oriented testimony to parents there, and it would seem that the mothers in particular were quite moved by our words. What a privilege to be able to carry the gospel with us as well as LEM Phonics into these third world countries.

The harvest is plentiful but the reapers are few. We need more LEM Phonics teachers to help with the work in India and Nepal, because the field gets larger as time goes on. If you believe God may be calling you to this field of work, don't hesitate to contact us.

May God bless you all as you work towards both academic and godly excellence in our children's education.

# 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 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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It is good to be back in Australia again, but there is still a piece of my heart in India and Nepal to return and complete the work.

It was a wonderful time in India, even though things didn't quite work out to schedule because of political strife in some states. It seems there is a great potential for LEM Phonics in this country, given time to get it established. It has been great for me to have the experiences of teaching phonics to the teachers there and also working with the children. To teach English with such a predominant emphasis on the sounds of the alphabetic letters is, by and large, a new concept to Indian teachers. But once the 'penny drops' they can see the enormous potential of the method and really want to learn it. The problem with teachers is the difficulty they have in producing the English sounds accurately. Some English sounds are not a part of their own language and they have to be taught how to produce them through technically learning the mouth positions.

Our new DVD which features Stephanie Barnes, speech pathologist from Melbourne, was mentioned in the previous