



We trust that what was the new year is now providing the opportunity to outwork the purposes of God in your families and schools.

It is unfortunate that godly parents are increasingly finding themselves a remnant, but this provides us with a more exciting challenge. We can now more clearly see the contrast there is between the world and the way of the biblical Christian.

Measured against the unchanging standards of the scripture the world around us is swirling into a vortex that leads to the great void. But such hopelessness is always

the time of great opportunity that our Lord loves. He can manifest His wonderful grace and love to this world and His vehicle in outworking this massive grace and love is always His church. As we read the stories of great Christians of the past we are arrested by the fact that their lives and works were almost always set in times of great apostasy and huge challenge — often a challenge to personal safety.

This is a time of great darkness, just like the times that confronted Huss, Tyndale, Wycliffe, Luther and Calvin, and I believe that God is calling His people today to be the great heroes of the faith. You are not a nobody working away in nowhere achieving nothing of significance for the great kingdom of God. You are God's army, living in the victory of the cross and the resurrection!

This Issue

The CHESSE program for 2014 is underway again and flyers are downloadable from our website. In *Exploring Christian Education*

we explore the dangers of global education. We publish an article from Christian School Builder entitled *Basic Needs of the Child* by the late Paul Landis.

In Health we reproduce another article by George Malkmus on the dangers of refined sugar and Wendy Hill continues her articles on Music with harmony.

As an organisation we seek to serve you, as you seek to serve the Lord in education. Enjoy this issue!



CHESSE

CHESSE seminars are underway for 2014 with the first in Adelaide now behind us. The CHESSE is a great opportunity to peruse and purchase from the wide range of books that will be on display. Please don't miss out on these great days of fellowship, teaching and inspiration!

Dates for 2014

Melbourne	Saturday 28 June
Perth	Saturday 26 July
Sydney	Saturday 2 August

Flyers for individual CHESSE seminars can be found at the link below. If you would like extra copies of CHESSE flyers to hand out to friends please call and we will send them to you.

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

International News

Papua New Guinea

Interest in LEM Phonics in PNG continues to grow, but we are still working at establishing effective training and resource distribution. With over one hundred schools using the program it is somewhat frustrating that so few have been able to access effective training and materials. Please pray for Mark Bai and his family as they work to establish effective infrastructure.

Peru

The LEM work in Peru is doing well. I was there in late February and early March and along with Bob and Frances Relyea conducted seminars in three centres. The first was in the second city of Peru, Arequipa in the southern Andes, where over forty teachers gathered for a two day seminar on Christian education. It was a very good and blessed time as teachers opened their hearts and minds to Christian education. For the second seminar we travelled to the northern coastal plain of Peru to the town of Chepen, an agricultural centre an hour's drive south of Chiclayo. After a slow start (in developing nations things usually

begin long after the announced time) the Lord presented Himself amongst the almost forty of us and the two-day event ended on a very high note. It is such a privilege to present the gospel of education in various countries and locations. The third seminar was held in the home base for LEM in Peru — the northern city of Chiclayo. This two-day seminar was held on neutral ground — a local hotel — and provided the opportunity for a great diversity of nearly fifty Christian teachers to attend. Often people from one church are reluctant to attend a function in another denomination — perhaps that sounds a bit like Australia! Again there was a lovely atmosphere and excellent response from teachers. The trip finished with a couple of days in Lima with Christian pastors and ministry at one of the churches. The trip home was delayed by an overbooked flight and I spent 24 hours at the Sheraton in downtown Lima, suffering for Jesus as they say.

Bob and Frances continue on making preparations to be able to leave the work of LEM (known as AME in Peru) in good hands when they eventually return to Australia. ■

Office Closure

The Canberra office will be closed from **Mon 2 to Fri 6 June** as all staff will be attending a conference. Online orders can still be placed but will not be processed until Mon 9 June. Urgent enquiries can be sent via email to john@lem.com.au.



No. 92: Global Education

From time to time it is helpful to read some accounts describing what is happening in our world today — and hence we reproduce this article I recently read. This notion of Global Education has been around for 50 years or more, but the reports have changed from being predictive to being accounts of what has been happening in our world and describing the nature of the attacks that all our children are suffering from today. Note the way in which the position of the globalists is outlined through educational gobbledegook that as the author suggests leaves us blinking — probably with mouth open!

For some time I have been fascinated with the term ‘global education’.

One of the general definitions is an education perspective which arises from the fact that contemporary people live and interact in an increasingly globalised world.

And I searched further:

This makes it crucial for education to give learners the opportunity and

competence to reflect and share their own point of view and role within a global, interconnected society, as well as to understand and discuss complex relationships of common social, ecological, political and economic issues, so as to derive new ways of thinking and acting.

Are your eyes still blinking?

But then I read a statement in the *Maas-tricht Global Education Declaration (2002)* which states:

Global education is education that opens people’s eyes and minds to the realities of the globalised world and awakens them to bring about a world of greater justice, equity and Human Rights for all.

Ah, now I got it!

All this made me think of the hidden agenda (perhaps unconsciously) behind all the chatter about ‘global education’ that links its grand design with new age/emerging church lingo and even evolutionism.

Proponents of global education often disguise it by using a variety of other names: multicultural education, international curriculum development, international studies, cultural awareness, futurism, Project 2000, Welcome to Planet Earth, and World Core Curriculum (Source: Eakman, B. K. *Educating for the New World Order*. Portland: Halycon House, 1991).

Dick Sutphen, a leading new age thinker, summarises the new age doctrines as:

1. the external world and consciousness are one and the same
2. we are all part of God, so we are God
3. life is for evolutionary purposes
4. awareness of one’s true self within leads to mastery of one’s own reality.

Sutphen also emphasises that once the occult and new age terminologies are removed, these ideas become acceptable to the general public. These ideas also include eastern mysticism and contact with spirit and psychic guides. Sound familiar?

So how does all this invade our school systems, public or otherwise?

In order to accomplish getting global education into our public-school system, proponents advocate the following basic principles:

1. everyone should become involved with people of other cultures
2. from earliest childhood, global studies should be involved in all areas of study
3. economic interdependence among all peoples and nations should be stressed; and
4. the changing role of individual ‘nations’ (including the U.S.) should be emphasised, highlighting the increasing importance of international organizations. (Watching Grand Plan develop?)

On the surface, some of these may appear acceptable, but beneath lies a program of ‘cultural evolution’ designed to swallow up national and personal distinctives while substituting imprecise definitions of ethics. This is the type of thinking which could produce a climate ripe for a charismatic one-world leader.

the task of re-ordering our traditional values and institutions is given over to our public schools

Global education proponents are calling for a world religion under the authority of a one-world government. This new world religion is envisioned as a synthesis of Christian ethics and eastern mysticism, in which the task of re-ordering our traditional values and institutions is given over to our public schools.

In summary, the key elements of global education, embedded in the new age and global education philosophies and currently found in our public-school systems, include the following:

1. A cultural relativism (no moral absolutes)
2. A de-emphasis of western culture in our public school texts and related curricular materials with a clearly intentional avoidance of Christian themes related to our Creator and Saviour, the Lord Jesus Christ

3. Curricular materials which support the idea of down-playing nationalism and pushing ‘one worldism’
4. Curricular materials (especially teachers’ guides) which promote guided imagery and visualisation
5. Curricular materials which state that their chief goal is to reduce the spirit of patriotism
6. An emphasis on teaching children the concept of ‘entering’ and meditation.

The basic assumption underlying the new age/emerging church movement is evolutionism, with its accompanying transformation of individuals and society, now supposedly ready to move into a new age of peace, harmony, and international cooperation. While some educators discuss cultural evolution as acting in concert with natural selection for the improvement of the human race, new age/emerging church proponents reveal the place of cultural evolution within the holistic framework that sees the entire universe as the ultimate whole system—certainly no place for the return of Jesus and the restoration of a new world without the tensions of right and wrong in daily conflict.

I know I am painting with a very broad brush—but I am also trying to paint the backdrop of the many variations of certain aspects of the broad brush that have been invading most every church, Catholic and Protestant, in the world today. I emphasise ‘most every church’! This is serious stuff! I kid you not!

Whenever I see and hear amiable, compelling leaders emphasise oneness with God (all the while diminishing the sense of sin, of the need for a crucified saviour, and the gospel call for transformed, overcoming, living) — I know that new age/emerging church principles are flying high — in spite of the surging appeal, especially to the young. Especially when some are emphasising the ‘spiritual’ values of ‘contemplative prayer’, the ‘silence’, and the appeal of the ‘labyrinth’. All great examples of how language can be confused with new definitions!

So there it is — a general picture of what has been and is happening in our schools today, certainly in state schools but also in too many private schools. I trust this article will strengthen our resolve to continue teaching solid, biblical education to our children, and help us all to be on the lookout for those things which detract from that mandate.

The bulk of this article is sourced from Steve Deckard of the Institute for Creation Research, with comments and edits by the SDA’s Herb Douglass.



Many times small children, when given a command, will respond with ‘why?’

If we do not answer them well, they will grow up to ask God that question. ‘Train up a child in the way he should go, and when he is old, he will not depart from it’ (Proverbs 22:6).

The most important matter to establish in the hearts of children at this very young age is proper respect for the authority of God and His Word. People generally have a low view of God’s character. Many think of Him as a mere superhuman, not as the divine Sovereign.

Failure to instill this respect in the hearts of boys and girls eventually brings more and more decay into society. This is the main reason prisoners find themselves in prison and when they are released, often find themselves in prison again. It is the root reason that new and expanded prisons fill so rapidly. Disrespect for God is the root of moral decay, personal sin, divorce and remarriage and much more.

The difficulty of training children to believe that God means exactly what He says might be that adults fail to believe it. Attempting

to arrive at a correct understanding of God's Word by trying to decide whether God really means what His Word says is sure failure. By doing so, we are expressing a false concept of God. We are also expressing a false concept of ourselves because we assume the right of man to be God's judge. God says men and women are to believe what He says, not judge it.

The difficulty of training children to believe that God means exactly what He says might be that adults fail to believe it

In order for parents to teach their children respect for the authority of God and His Word, it must first be a deeply settled factor in their own hearts. We cannot teach children something that is not part of our own heart experience. This is why it is so necessary that as adults we spend meaningful time with God's Word every day. Church leaders, parents, school boards and teachers all need daily exposure to God's Word in order to gain the faith to believe that God means exactly what He says.

To have meaningful time requires more than having a daily devotional as a routine duty. We cannot fool God. If we reason that we don't have time now, we can be sure we will live with many regrets later, when it is too late to benefit from the daily study of His Word.

Take time to be holy. Get up earlier. Cancel other activities. Do what devotion requires. Let business take second place. Many fathers tie up their minds in a business in order to become well-to-do, failing to realise how damaging this is to their children. To choose wrong is to choose trouble ahead, even if short-sighted reasoning tells us otherwise.

Although children are born with a proud, stubborn, selfish nature, guiding them in these matters will point them forward to a second birth that will provide power over that old nature. God's holy nature, implanted instead, will make them a new person. As they move through all of life, they will get along well with God and His authority, which includes His Word. They will know better than to differ with God and His Word at any time, in any matter.

Ye fathers...bring them up in the nurture (instruction) and admonition (discipline) of the Lord.

Ephesians 6:4 ■

Taken from *Christian School Builder*, January 2014



No 4: Harmony

So far in this series on music elements we have looked at rhythm, melody and dynamics. Now we will focus on the element of harmony.

Definition

A simple definition is 'harmony is two or more notes played at the same time like strong towers of sound.' It is the opposite of melody where notes are one after another.

Harmony originates from the Greek *harmonia*, meaning 'a join or concord'. It is about agreement between notes played or sung simultaneously. Harmony is also about strength. When there is agreement between two parties, the relationship becomes stronger, thus — 'United we stand; divided we fall'. In music, the term *chord* is used and it has similarities with its homophone *cord*. Both join things, combining to provide strength.

... a threefold cord is not quickly broken.

Ecclesiastes 4:12

Fulfil ye my joy that ye be likeminded, having the same love, being of one accord, of one mind.

Philippians 2:2

Be of the same mind [live in harmony] one toward another.

Romans 12:16

The harmonic series

Harmony is found in God's basic design of a single soundwave. Each music note is a soundwave with a complex pattern of what I call 'God's secret hidden notes.' Physicists call them the *harmonic series*, *harmonics*, *overtones* or *impartials*. Basically, each soundwave has a bottom tone called the *fundamental* which is joined with over a dozen higher notes in a specific pattern (which we will discover in a later article).

When we sing, play or hear a note we think it is only one note, but in reality it is actually many notes combined. When we hear a chord with two or more notes, the harmonics of each note are also involved. The result is a very strong sound. This brings extra energy as a foundation to strengthen other elements such as rhythm and melody. The harmonic series pattern is God's signature on His creation of the soundwave. Just as an artist writes his signature on his painting to say 'I did this', so does God mark each soundwave as His creation. No human can create soundwaves. Man only changes them and mixes them together in different ways.

Chord notation is notes piled vertically like a tower to indicate they sound simultaneously. Compare this with melody where

notes are written horizontally like we write words from left to right. The harmonic series pattern is written like a huge chord with the fundamental at the bottom and the hidden secret notes piled above. Note that this is just for one note. If four notes are played or sung together imagine how many notes are involved! Imagine the strength and force of a symphony orchestra even if all players played just one note at the same time.

The fundamental

Notes are written on top of each other with the fundamental at the bottom — like a tall strong tower with a solid foundation. The further away we go from the fundamental, the more discordant (unpleasant or disagreeable) the upper notes become. The notes closest to the fundamental are more agreeable. In fact the first few make up the three notes of the common major chord. This is a beautiful analogy of spiritual harmony and man's relationship with God. Christ is the fundamental of our lives — the solid rock and foundation. The closer we are to our fundamental, the more we are of one accord, joined together and agreeable. The further we get away from the fundamental, the more disagreeable our lives become and the less harmonious we are with God. The element of harmony teaches us that God is strong and He also wants agreement.

Types of chords

Different combinations of notes produce different harmonies in chords. Notes which

agree (sound well together) are called *con-cords* (consonant sounds). Notes which do not agree (clash) are called *discords* (dissonance). There are many types of chords e.g. major, minor, seventh, diminished, and augmented. Each has a different sound 'flavour' and has to be heard to know the difference. It is difficult to describe it in words in an article like this. The best way to know what a banana tastes like is to eat it. Likewise each chord needs to be listened to in order to know what it sounds like. And just as foods have different effects on the body, so do chords have different effects. For example, a major chord may have an uplifting, joyous effect; a minor chord may make the listener feel pensive or sad, or perhaps sound dramatic. A discordant seventh chord creates tension, wanting to resolve to a concord; the diminished chord seems to drift and lead to unexpected places; and the augmented chord has an unsettling, jarring effect.

Harmony and the soul

Composers are fully aware of chords and their effects and use them for different purposes, positive and negative. Our mind, thoughts and feelings can be uplifted by the harmonies we hear. God can be exalted and worshipped. Our minds, thoughts and emotions can also be manipulated so we feel a false sense of security and peace. For example in new age meditation and relaxation music, the element of harmony may dominate melody and rhythm. With very little rhythm, chords merge into each other. The sounds float and drift at a slow

pace and are dreamy, very relaxing and calming. Such music is heard in many places of spiritualism, in some cafes and shops.

The danger is that music dominated by harmony can create a mental shift. We saw in the first article how excessive loud beat can be hypnotic and lead to mind control by a manipulator. Likewise, excessive

Composers are fully aware of chords and their effects and use them for different purposes, positive and negative

harmony can also lead to manipulation. Music does not go directly from the ear and auditory nerve to the main auditory centre (auditory cortex) in the brain cerebrum. It does not go straight to the frontal lobe in the forehead where reasoning, logic and discernment take place. Instead, the music signals travel from the auditory nerve through the brain stem and up to the thalamus before reaching the cerebrum. The thalamus is like a relay station for emotions and sensations. When the thalamus is stimulated for long periods of time it influences the master brain by suggesting a new and misleading 'real' situation. Feelings dominate. Reason, discernment and decision making can break down. The

mind is open to manipulation. Of all the art forms, music (especially harmony) speaks most to the emotions. Excessive harmony can be used to manipulate people's minds.

In the first article of this series we explored how rhythm and beat represent the body because of the direct physical effects and the fleshy, carnal nature of man. In the second article we saw how melody represents the spirit because of the direct link with language and communication. Now the element of harmony represents the soul because it directly affects thoughts and emotions. Well balanced music will have melody (i.e. the spirit, words) as the dominating element, followed by harmony (the soul, emotions) and lastly, rhythm/beat (the body). Unbalanced music usually turns this upside down with rhythm/beat (body, flesh, carnal nature) dominating and melody at the bottom (words are drowned out).

Harmony throughout history

Western music up to the Middle Ages and early Renaissance (1400–1500s) used mostly one melody (monody). Two, three, and more melodies were gradually added and sung at the same time regardless of whether they sounded well together. This would sound very unpleasant to our ears today. This music style was called polyphony (many melodies). Composers thought horizontally because that is the way melody and words move. The Renaissance is remembered as the 'golden age of polyphony'.

In the Baroque period (1600–1750) composers began to think more vertically (harmonically) and matched simultaneous notes so they sounded more agreeable. Four part harmony became popular for four voices – soprano, alto, tenor and bass – and this became the basis of four part hymns. The Baroque was a time of very grand, dramatic and emotional music. Imagine the contrast between the earlier Middle Ages monody and Baroque music with four voices singing including all the hidden harmonics!

the triune Godhead is the ultimate source of true harmony

In the Classical Period (1750–1800), there was a shift to music with mainly one melody only, but with chordal accompaniment (homophony). This is still common today.

The God-message of harmony

Harmony is essentially two or more notes played at the same time like strong towers of sound to provide strength and agreement to other music elements. It teaches us that God is our ultimate strength and wants us to agree with Him. The spiritual cords of faith keep us strong and in harmony (i.e. joined) with God in time of trouble.

The name of the Lord is a strong tower;
the righteous runneth into it and is safe.

Proverbs 18:10

We mentioned earlier Ecclesiastes 4:12 ‘... a threefold cord is not quickly broken’. When we combine this verse with Isaiah 33:22 we see a strong threefold role of Christ: ‘For the Lord is our judge, the Lord is our lawgiver; the Lord is our king. He will save us.’

Wow! Here we see the mightiest strength, agreement, security and peace in the government of the triune Godhead, the ultimate source of true harmony.

In John 1:1 we are told,

In the beginning was the Word (Jesus)
and the Word was with God and the
Word was God.

They were and still are of one accord, united, undivided, one in nature, character and purpose. Isaiah prophesied in chapter 9 verse 6 that Christ would be called

...the mighty God, the everlasting
Father, the Prince of Peace.

The law of life is love because God is love (1 John 4:8). And this love is the harmonious foundation of how God governs the entire universe. Jesus said,

At that day ye shall know I am in my
Father and ye in me and I in you.

John 14:20

God wants each individual person to be in agreement with Him and have a relationship with Him. This is the ultimate perfect harmony – ‘at-one-ment’. If we choose to live in accordance with God’s basic law of life (i.e. love) then shall we find true and perfect harmony, happiness and peace.

It is hard for us to comprehend what the universe was like before sin entered – perfect harmony, perfect peace, all the angels living in one accord with their Creator, no notes of discord to mar the heavenly music, every musical sound in harmony with God’s voice. In the future heaven it will be just the same – perfection according to God’s standards. I have never heard the music of heaven but know of several who have. I long to hear how God originally designed music with the elements perfectly combined and balanced and to hear the sounds of the sweetest harmony of voices and instruments. It is now incomprehensible to our earthly ears. How will it compare with the music we are surrounded with today?

The following hymn by George C Stebbins summarises the element of harmony beautifully:

I’ve found a friend, oh, such a friend!
He loved me ere I knew Him.

He drew me with the cords of love and
thus He bound me to Him.

And ‘round my heart so closely twine
those ties which nought can sever,

For I am His and He is mine for ever and
forever.

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

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The dangers of refined sugar

Refined sugar turns off your immune system.

Our immune system is comprised of a unique grouping of cells, designed by God and given the task of identifying and destroying invaders before they can do significant harm to the body.

Disease-causing organisms are detected by the immune system, tagged for destruction, and then annihilated by these hungry immune system cells.

But the immune system can only do its job when it is kept strong and healthy and functioning at optimal levels. A strong, healthy immune system, operating at optimal levels, will even recognise and seek out cancer cells and actually destroy them before they multiply if—and only if—the immune system is operating at optimal levels.

It is vitally important that we realise that after God had created the human physical body with a self-protecting immune system, He had done His part. Man's part is to keep the body healthy in order to efficiently handle the bad guys.

It is the responsibility of every man and woman to properly nourish the body—and thus the immune system—so that it remains strong and healthy.

Our daily diet and lifestyle determines whether our immune system is strong and healthy!

When functioning at optimal levels, the immune system can recognise, seek out, and destroy all of the bad guys in our body. But if our diet and lifestyle are poor, then our immune system will be weak and compromised.

How refined sugar affects your immune system

Refined sugar is an immune system suppressant; it literally knocks out or compromises the very system God gave us to protect us from the bad guys.

Sadly, the average American consumes approximately 50 teaspoons of refined sugar each and every day of their life. It takes approximately 3 feet of sugar cane to produce 1 teaspoon of refined sugar. That means, for a person to obtain 50 teaspoons of sugar from sugar cane, that person would have to chew, digest, and assimilate 150 feet of sugar cane each and every day.

Furthermore, just one 12-ounce (350ml) can of soda pop contains the equivalent of 11 teaspoons of sugar—or 33 feet of sugar cane! Can you even begin to fathom how many feet of sugar cane would have to be chewed, digested, and assimilated to equal the amount of refined sugar found in

breakfast cereals, candy bars, cakes, cookies, pies, ice cream, donuts, etc., etc.?

Dr Agatha Thrash writes:

Another important fact about sugar has to do with disease resistance. The white blood cells with segmented nuclei increase in numbers in the blood stream when the body has a bacterial infection. These cells destroy bacteria. They are the body's soldiers. However, when the blood sugar level goes up, these cells get sluggish and cannot destroy as many bacteria.

Dr Thrash then provides a chart showing how much sugar it takes to affect the ability of the white blood cells to destroy bacteria:

Six teaspoons of sugar (the amount of sugar in a single candy bar) reduces the ability of these white blood cells to destroy unfriendly bacteria by 25%; 12 teaspoons (the amount of sugar in a single can of soda pop) reduces the ability of these white blood cells to destroy unfriendly bacteria by 60%; and 24 teaspoons (just half the average daily intake of refined sugar), reduces the ability of these white blood cells to destroy unfriendly bacteria by 92%.

Every time a person drinks a soda pop or other beverage containing refined sugar, eats a piece of candy or a breakfast cereal containing refined sugar, has a piece of cake or donut or a cookie, they are placing an addictive drug into their body that will compromise the immune system God gave them to protect them from the 'bad guys'.

Other effects of refined sugar

Refined sugar impacts quality of life by:

1. Increasing the severity of PMS
2. Decreasing cognitive or intellectual function, especially in children
3. Contributing to our current epidemic of heart disease, weight gain, and so much more.

half the average daily intake of refined sugar reduces the ability of white blood cells to destroy unfriendly bacteria by 92%

Health problems associated with the intake of refined sugar include but are not limited to: acne, addiction to drugs and caffeine, alcoholism, allergies, anxiety, behavioural problems, binge eating, bloating, bone loss, candidiasis (yeast infections), depression, difficulty concentrating, eczema, edema, emotional problems, fatigue, food cravings, hormonal problems, hyperactivity, insomnia, menstrual difficulties, mental illness, mood swings, premature aging, psoriasis and the list goes on.

Recent research is catching up on the danger of refined sugar and it would serve us all well to dramatically reduce our intake.

Book Shop



Bitesize biographies

Another series of biographies – this time of significant Christians of the past who seldom feature in modern popular biographies. Whilst we have listed them under ‘secondary’ in the library section of our catalogue they can well be read by upper primary children.

Zachary MacAulay

Never heard of him, you say. Well now is the time to discover this Scotsman who went to Jamaica as a teenager only to be confronted with the ugliness of slavery. He became a leading abolitionist, later becoming the governor of Sierra Leone. 160 pages, paperback. **\$10.95**

Renee of France

Was a correspondent of Calvin and loved the protestant reformation. In the sixteenth century such a position was not lightly held, particularly if your husband was the Duke of Ferrara, who was not at all keen on the Reformation. 128 pages, paperback. **\$10.95**

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His straightforward powerful preaching brought the knowledge of Christ to thousands of his countrymen. As many of his day his life ended as a martyr for Christ. 128 pages, paperback. **\$13.00**

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The great Christian thinker and apologist of the twentieth century. Trained as a minister, Schaeffer was led to minister commonly to young people, establishing L’Abri Fellowship. 144 pages, paperback. **\$10.95**

Festo Kivengere

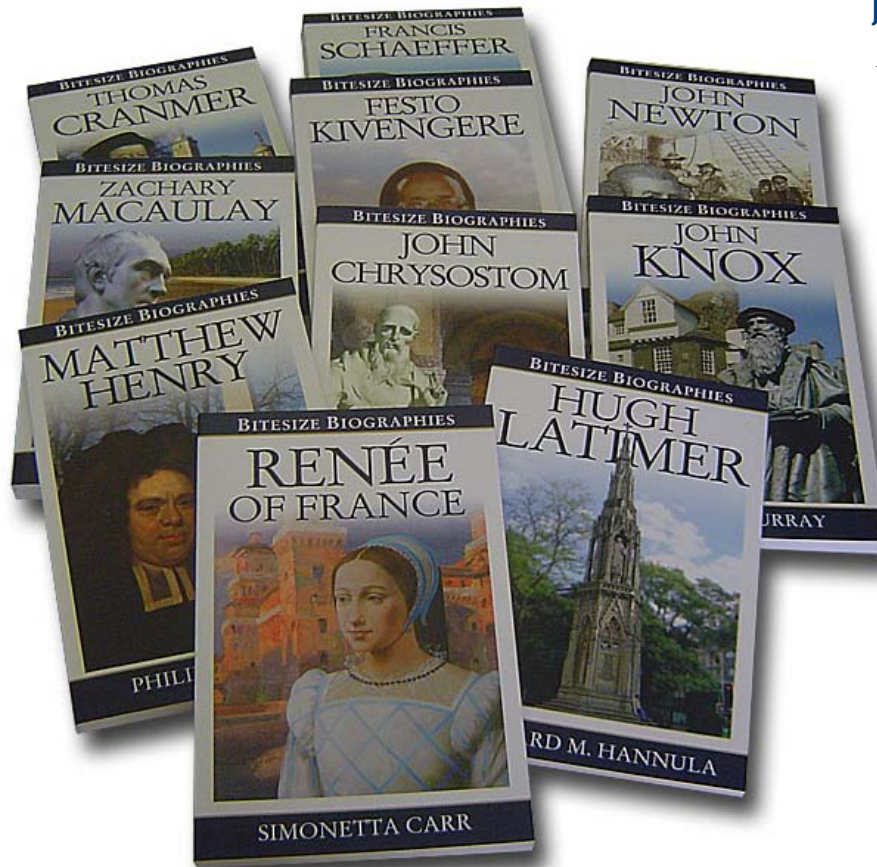
The outstanding Anglican Bishop of Uganda who became famous through his interaction with the notorious Idi Amin. His work with African Enterprise was a blessing to many thousands in Africa and across the Christian world. 175 pages, paperback. **\$10.95**

Charles Hodge

The great theologian of nineteenth century USA who became a defender of the biblical faith at a time of great division in the USA with the Civil War and other issues. 128 pages, paperback. **\$10.95**

Augustus Toplady

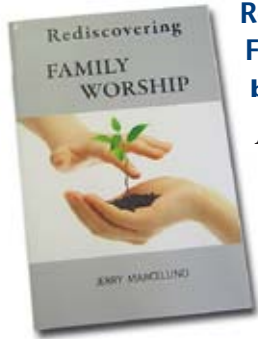
Unknown to many Christians today, Toplady is famous for the hymn *Rock of Ages*. Beyond that Toplady was a great stalwart of the faith in England in the eighteenth century. 124 pages, paperback. **\$12.00**



John Chrysostom

A great father of the early church; a man who preferred the life of an ascetic but became a great preacher shaping the church of his day and even to the present. 127 pages, paperback. **\$10.95**

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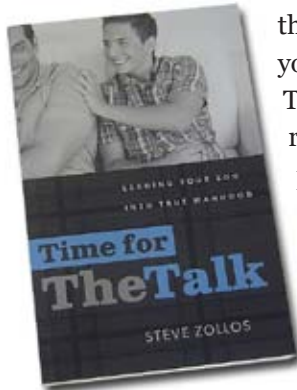
Rediscovering Family Worship
by Jerry Marcellino

A compact, yet incredibly practical and eloquent guide for developing and maintaining the lost treasure of family worship.

The author clearly presents the Scripture's call to family worship, and follows it with helpful suggestions for how to make it a part of our everyday lives. You and your children will be blessed as you use this helpful guide to make your times of worship together all that they were meant to be. 27 pages, paperback. **\$3.75**

Time for the Talk
by Steve Zollos

A book to help fathers walk their sons through one of the most important conversations of their lives. 'The Talk' is much broader than just a talk about sexuality; it's a conversation about manhood, about right decisions, about Christ. *Time for The Talk* will help you give your son what he needs to steer through the moral and spiritual confusion of this world and make wise, godly,



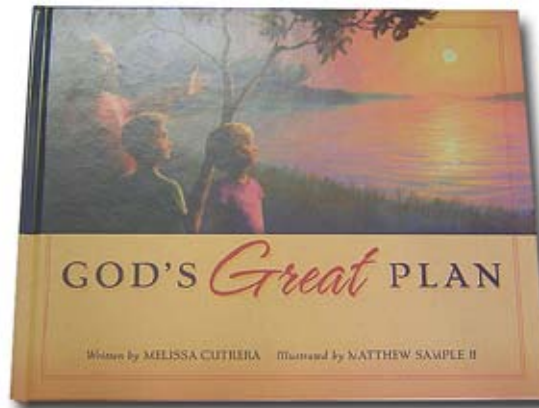
character-forming decisions. You will be equipping him to enter true manhood — a passage that many young men today simply never make.

Time for The Talk provides a complete framework for discussing the key areas of manhood that every boy should learn from his father. Through 'The Talk' you will open a channel of communication based on truth and love that will endure for life. 202 pages, paperback. **\$17.60**

God's Great Plan by Melissa Cutrera

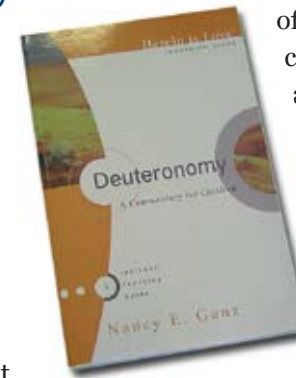
The story of Creation, Fall and Redemption is the central narrative of the Christian faith. *God's Great Plan* uses simple, memorable rhymes to teach this story to young children.

This valuable resource helps parents, grandparents, ministers, and teachers to share the gospel with the children in their lives. The colorful artwork will spark children's imaginations and give them an entry point into the story, helping them to grasp the significance of God's plan in their own lives. Anyone who desires to make the gospel more accessible and attractive to children will appreciate this book. Hard cover landscape format, beautifully illustrated in full colour. **\$21.40**



Herein is Love: Deuteronomy
by Nancy Ganz

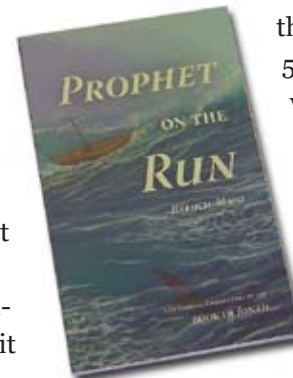
This is the final volume of Nancy Ganz's *Herein is Love* series of Bible commentaries for parents to read to their children. This series of books provides what children need — solid truths to grow in. In these books, Nancy Ganz draws out the beautiful implications of the Old Testament narrative that are foundational for Christian faith, combining the richness



of literature and the depth of a commentary. 191 pages, paperback. **\$14.75**

Prophet on the Run: a Commentary on Jonah
by Baruch Maoz

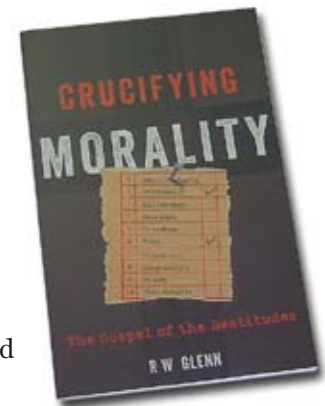
This warmhearted devotional commentary originated as a sermon series and is meant for every Christian who wants to apply the lessons of Jonah in a practical way. Like us, Jonah often lived inconsistently. He knew that God cannot be escaped — yet he tried to escape. He knew that God is merciful — yet he tried to limit



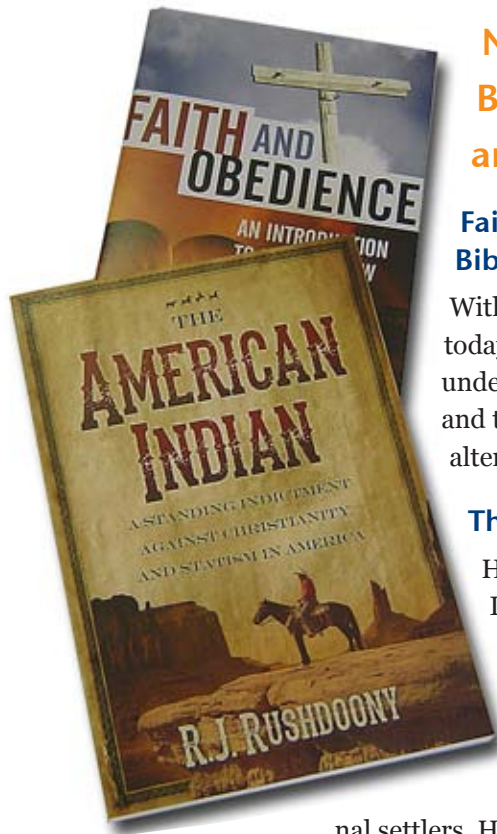
His mercy. The Lord took hold of Jonah and forced him to come to Him. What we think about God determines how we live and, like Jonah, we must learn God's mercy. 95 pages, paperback. **\$7.55**

Crucifying Morality
by R W Glenn

Christianity is not moralism. Christianity is not religiosity. Jesus was crucified because we are committed to saving ourselves by our religious stamina and moral efforts. The Beatitudes in their simplicity are not commands to be followed, principles to live by, or attitudes to adopt. They profile people who have crucified their own morality in Jesus' death, resurrection, and rule. *Crucifying Morality* walks through Matthew 5:1–12, where Jesus doesn't prescribe what ought to be in order to experience God's grace, but describes what is true of people who understand the grace of God. 125 pages, paperback. **\$16.40**



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New Theological and Reference Books from R J Rushdoony and Otto Scott

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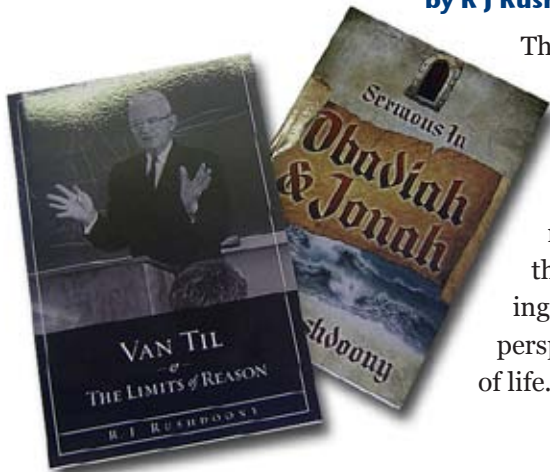
With much misunderstanding of the Law of God today this booklet is an important contribution to understanding that law and grace are not opposites and that without law we are left with only one alternative — anarchy. 30 pages, paperback. **\$3.80**

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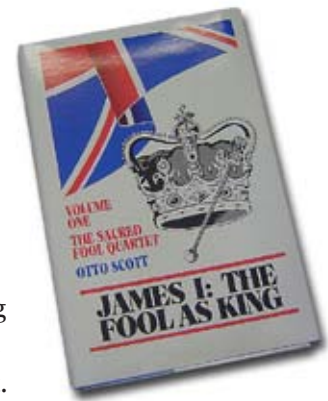


Sermons in Obadiah and Jonah by R J Rushdoony

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James 1: The Fool as King by Otto Scott

A good read and very informative. Scott makes clear what many scholars, misled by James' sorry appearance and pomposity, have missed. There had never been anything wrong with James' intelligence; it was his character that was deficient. James was a key figure in the shift of the climate of Europe from Christian man to politico-economic man, a shift that undermined the work of the Reformation and the Counter Reformation and gave us the modern era. 470 pages, hard cover. **\$25.25**



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The people of Israel are the people of God. Through the ages there has been ongoing debate and indeed heated disagreement as to what exactly Israel is, and her role and function in the eternal purposes of our God.

Our keynote speaker, Kenneth Gentry, will bring biblical light to bear on this most important subject.

LEM Phonics Corner

EVELYN GARRARD



Hello lovers of phonics!

There is not much to report about LEM Phonics lately. I have been at home correcting a few intermediate courses, answering some queries by phone or email, and also doing some remedial work with some individual children, but have given no conferences since February.

So I have decided to do something different this time and get you working instead of me! Well – it will get me working, but I will enjoy it!

I would like any parents who are teaching their children phonics to try the quiz below.

You can return your answers to me by post at 200 Florey Drive, Charnwood ACT 2615, or email at evelyn@lem.com.au. The question number and your answer should be sufficient if you do not wish to rewrite the questions!

Don't think of this as an imposition or be unhappy if you get wrong answers, but rather see it as a tool to sharpen your phonics skills, because in the next issue of *Light of Life* the answers will be published with explanations. And for people who are considering doing phonics with their children, you will see from the answers

what a brain-stretching programme this is but how it allows the children's ability to sky-rocket if taught well, and maybe you yourselves will learn a thing or two also.

We also have a prize for the person who answers the most questions correctly – two excellent books by Jane Healy, *Endangered Minds* and *Failure to Connect*. These books present excellent research on our children's brains and reinforce the fact that phonics is the method of teaching that best matches the way our brains work.

Here we go then!

LEM Phonics Quiz

1. Which phonogram usually represents the sound 'or' after w?
2. Which suffix will follow **ate** at the end of multi-syllable words: **er** or **or**?
3. What rule would you use to show children why the spelling of **dairy** (a farm where cows are milked) cannot be written as **diary** (a journal)?
4. What part of speech does the ending **ous** always form?
5. Why is **sh** used rather than **ti** or **ci** in the words **cushion** and **fashion**?
6. Why is **ence** rather than **ance** the ending in the word **evidence**?
7. When a one syllable base word contains the phonogram **ee**, what phonogram replaces it in the past tense derivative?

8. When a one syllable base word contains the phonogram **ea**, what phonogram is used in the past tense derivative?

9. Why should children place 1 above the first vowel in the words below when writing them in their Word List books?

f¹erocious p¹arrot g¹orilla

10. Why do we use **c** to begin the word **cricket** but **ck** in the middle?

11. Why don't we use **c** in the word **kill** but we do use it for **cull** and **call**?

12. Why do we use **ll** at the end of the word **full**, but not at the end of **wonderful**?

13. How can we know that the word **special** must end with **al** rather than **el** or **il**?

14. Which derivative made from the base word **special** could also prove that we should end **special** with **al**? Explain your answer.

15. Why does **think** have just **k** on the end but **thick** has **ck**?

16. What does the suffix **ant** usually mean when added to a base word? (Note: **eleg** is not the base word of **elegant**!)

Good trying, all. Don't worry if you are a beginner and find it hard. You will learn a lot when you get the answers.

Blessings,

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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