



We move on to the end of yet another year at an increasing rate of knots.

Perhaps your mind tells you it is still March and your home school records are still languishing around June, but rest assured the end is nigh – at least the end of the year. Despite facing a threatening schedule it is a wonderful time of celebration – the celebration of the most important event in history; the advent of Jesus Christ.

We trust your children, particularly those at higher levels, are preparing for end of year assessments or better still exams which we still believe to be the best way to

assess progress and competence. We wish them all well and trust the Lord brings to their remembrance all they have learned as they sit for their exams.

Schools have been ordering books for the new school year and I trust home educators are at least beginning to think of such tasks. Ordering now ensures you will have books for the beginning of the new academic year.

The LEM staff here in Canberra are rejoicing in God's provision of a new church facility. One reason for mentioning this is that LEM and the church share the same property and the church is effectively an extension of the LEM building. The church people have planned and saved for over twenty years for this building and we are so grateful to the Lord for a lovely facility that is debt free.



This Issue

We are able to include most details for the CHES program for 2013 and in *Exploring Christian Education* I discuss visionary aspects of a new school year. We publish an article from *Christian School Builder* encouraging masculine and feminine qualities, which some will enjoy and perhaps say 'I told you so' – but we trust all will appreciate. In health we present another quite lengthy article from George Malkmus on the very current topic of Vitamin D and how important this 'vitamin' is in maintaining our health. In the LEM Phonics Corner Evelyn tells of her recent travels to PNG and the subcontinent.

Enjoy the contents of *Light of Life* and also a wonderful Christmas season.



CHES

Although some CHES seminars were not well attended in 2012 we do want to continue for those who came and found the day helpful and a blessing. For new people it is a great opportunity to peruse the many

books on offer. We did not promote CHES as well as we should in the last year (which did not help attendances) and we plan to make amends for that in 2013.

CHES Seminars 2013

Adelaide	Saturday 11 May
Perth	Saturday 29 June
Melbourne	Saturday 6 July
Sydney	Saturday 3 August
Brisbane	Awaiting confirmation

Book Displays

In driving to the various capital cities from Canberra we pass through many regional centres where a book display of LEM resources could provide a valuable opportunity for local home educators.

There is no entry charge for these book displays and we bring a wide range of materials for viewing and purchase.

If you would like to host such a display please contact our office (details on back page). All we need is someone to book a suitable facility and be a contact person for us – we'll do the rest!

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

International

India and Nepal

Evelyn Garrard recently returned from two months on the subcontinent when she conducted LEM Phonics seminars in



Pokhara in Nepal and Kalimpong, Gangtok, Sikkim and Mirik in India. Evelyn did some follow-up training as well as introducing LEM Phonics to some new locations and we are encouraged that the programme is becoming established in this lovely area in the foothills of the Himalayas. There is still much to do and we are grateful for the efforts of Rev Richard Wilson of Indian Reformed Fellowship of Australia, who has established contacts and followed up with training and materials. Peter Frogley is travelling to Nepal in late November to visit Pokhara and Kathmandu.

Papua New Guinea

As you would be aware PNG is in a challenging time in its history, but it is attended by some unique opportunities to see godly education established. The government has decided to discontinue outcome-based education (OBE) and now have to decide on a replacement. Mesia Novau has been working on this issue for some time now and there seems to be good progress.

LEM Phonics is alive in PNG but not always well. Well over 100 schools are endeavouring to teach LEM Phonics but unfortunately few teachers are properly trained and few materials are available. We are working to try to remedy this situation but PNG is a very difficult nation in which to work

effectively for a number of reasons. Your prayers for Mesia and his team would be greatly appreciated as this is an unprecedented opportunity for quality, godly education to be established in the nation.

Peru

Our representatives in Peru, Bob and Frances Relyea, continue to make great strides in the nation. They are due home for three months on 9 November for a well earned rest and recuperation, which will include much promotion and planning for their return to Peru in late January. They may have only another year or so in Peru and are working towards their goal of having a local team trained up to continue the work when they return to Australia to take on grandparent responsibilities.

When the Relyeas return to Peru Peter Frogley will join them for nearly three weeks in the second half of February and together they will conduct several education seminars in cities including Lima and Piura.



No. 86: New Beginnings

As we come to the end of one year we need to begin planning for the next.

Many will say, 'It is too soon', 'I have so much to finish up for this year' or 'I just need a rest!' That is understandable, but at some stage we do need to come aside with the Lord and consider the future. 'What is there to consider?' you may ask. As I look back over my life I must confess that I have not been good at what I am about to recommend, I think largely because I did not know what I was supposed to be thinking or praying about. Put simply I did not know what the questions were, let alone the answers. Much of what I want to present could be considered philosophical, but it is this thinking and understanding that gives direction to our lives.

Too often we live as victims of the next thing to come our way — often this is described as the 'tyranny of the urgent'. This takes us in ever-tightening circles and usually means we do not reach our objectives. Our days are directed by the things that happen rather than by an overall plan which we have sought God for. Now, of

course, God's plan is bigger and far more complex than we can imagine in our understanding and He always includes various distractions that take us by surprise. This, rather than being a threat, can be a delight — God is still in control and provides direction and protection, but at the same time He privileges us to be involved in the outworking of His greater plan for our lives and our families.

New Beginning

It is generally a good idea to view each new year as a new beginning — even if for no other reason than we don't wish to repeat the mistakes of last year. Moreover, God created time and then proceeded to punctuate it. He has created man to live in that framework of 'punctuated time'.

It was God who created day and night to allow for rest and recuperation before beginning a brand new day. We can start afresh, putting aside the stuff of yesterday, when we may have ended the day vowing to leave the planet, run away or commit some untold damage to someone or something.

It was also God who created weeks, months and years, for our benefit. Think of the blessing of the Sabbath — a day of rest for the wise. How important are those annual events like holidays (Holy-days), birthdays and Christmas, which all provide reference points for our lives! It is much better to work with God and His time plan to lead contented lives as we plan for the new year.

Be sure you remember to enjoy God's creation that allows us to benefit from His

timing — and thus ensure a new beginning each day, month and year. We are clean and fresh as we begin (or continue) the equipping of our families for the glory of God.

Home and family

In some ways home and family are synonymous and I am using them thus in this context. Each home is a vital, dynamic, living entity called into being by God and designed to glorify Him. That God trusts any of us with a family is an amazing display of grace — but He does trust us, and that is inescapable. Our intelligent response to this must be to ask God to guide us in building the family He has purposed, one that will glorify His name.

The family is created when two become one; when a man and a woman covenant together before God to live together after God's plan. It is not to fulfil our undoubted selfishness, but to outwork His great plan for His glory on this planet. This unique entity — your family — has a unique purpose in God's economy. You can blunder through in your own efforts or you can seek God's heart to understand first the biblical idea of family and second the particular call of God for your family. This is a significant part of God's plan because the family is the basic unit of society and is the basic governmental structure set in place by the Lord. I, like you, really want to know and understand God's plan for our individual families so that we can fully participate in His great plan.

Often we lament 'What can one family do in this wicked world?' Only God can really

answer that question and I am confident that His answer would inspire us to be all that God intends for our family.

Family Vision

The vision for every family is written on the parent's hearts and needs to be comprehended through seeking the Lord. It is then articulated by the father. In its simple form family vision was expressed by Joshua when he announced 'But as for me and my house, we will serve the Lord' (Joshua 24:15).

What will such a family look like?

In its relationship to the Lord how will that family outwork its corporate faith in the Lord Jesus Christ?

How will the man and wife develop their relationship with one another in the Lord for the development of their family?

How do they outwork the gift of faith for their children?

How do they discover the faith expectation God has written in the children's hearts?

How then do parents nurture that faith to fit their children for life?

The answers to these questions are subjective and depend on our understanding of how God communicates with us. So don't become concerned if you don't have full understanding, as that often comes only as we need the information. Remember, too, whilst each child has an individual call to God's will they are also part of your family and that aspect is a significant part of their identity.

The answers to these questions take time and as mentioned above often only come as we have need of the detail. Nevertheless, keeping such questions before the Lord is a healthy way to proceed.

New Year

The new year is always closer than we think and before we know it, it will be February. Education has again ramped up for the year, but are you better prepared than previously? As you ponder the thoughts above I trust you will be inspired in God for your family — the treasure that it is and the blessing of God it is to be part of a family.

Next time I would like to explore conflicts we all face in our families and hopefully some ideas in God to find a better way through to victory in Christ. ■

Christmas Closure 2012–2013

**Our last day of business
for 2012 will be
Thursday 20 December and
we will re-open for 2013 on
Monday 14 January.**

**Thank you for your support
over the past year — may God
bless you abundantly during
this holiday period and may His
grace be upon you in 2013.**

The feminist movement has gained great traction over the last century in blurring the distinction between boys and girls. This article from Rod and Staff's *Christian School Builder* offers an interesting perspective we trust will be food for thought.



A number of years ago, I read the story about a college professor of anthropology who wanted to give his students firsthand experience with 'primitive' living.

So he spent one of his vacations living in the woods with those of his students who cared to join him.

These students had grown up influenced by the feminist movement. They had been reared in homes in which both parents worked away, in a society in which the father did just as much of the housework as the mother. This professor taught at a 'liberated' college where the male and female students all lived together in the same dormitory. They did their own washing and cooking and mechanical repairs, regardless of gender. They wore clothing that made no distinction

between male and female, and used language that was non-gender-specific.

They were indoctrinated with the ‘fact’ that the traditional differences between the genders are the result of environment and training. Boys and girls have certain interests and act in certain ways because they have been trained and expected to do so. Women are just as capable as men, but they are kept out of certain jobs or certain levels of authority by male chauvinists.

Consequently, when the professor’s students went into the woods to live like savages, they all expected to be able to handle any task that was set to them. To their surprise, the males were better able to do such tasks as cutting wood and hunting, while the females did better at cooking and sewing. The professor noted that the tasks just seemed to naturally divide themselves into men’s and women’s jobs. I don’t remember what conclusions about ‘human evolution’ the writer drew from this, but the story has a definite bearing on the question of why children act the way they do.

In another totally unrelated study, young monkeys were given toys to play with. The toys were trucks and dolls, which have nothing to do with the ‘traditional lifestyle’ of monkeys. The monkeys may have seen human mothers holding human babies or human beings driving trucks, but they certainly had never seen their parents driving trucks. Yet the male monkeys headed for the trucks, and the female monkeys cuddled the dolls. Apparently these tendencies relate to the male and female qualities in animals too.

The question about why children act the way they do is part of the nature-versus-nurture debate. A person can find studies that come down conclusively on both sides of the debate. The truth lies somewhere between the two. In all aspects of life, we have certain inborn tendencies, which are muted or reinforced by our environment and training. The very fact that we need schools shows the need for training. For instance, the majority of our students have the capability of learning to read and write and calculate. But we need to reinforce that ability by careful teaching that builds them up from the basics of phonics to the intricacies of literature study. We also need to redirect the natural tendencies to read too much or too little, or to read the wrong kinds of literature.

The same thing applies to ‘boy-ness’ or ‘girl-ness’. Our children are born with propensities natural to their gender. But we need to reinforce and redirect those tendencies according to Bible principles. In a world that has departed from the Scriptural distinction between the genders and has thrown away the Biblical order of headship, this is even more important. How then can we encourage the proper expression of masculine and feminine qualities?

Scriptural principles

First, we need to teach Scriptural principles about the relationship between the genders. This means that we need to have these principles firmly established in our own minds. In the eyes of God, women are spiritually equal to men (Galatians

3:26–28). Male and female have an equal range of intellectual and physical abilities. We dare not tolerate any evidence of belief that women are superior to men, or that men are superior to women, in any way. To avoid chaos, God has given to men the position of leaders and to women the position of helpers. He has made physical and emotional differences between them to aid them in fulfilling those positions. However, those differences are intended to be complementary, not a source of conflict.

We need to give specific teaching on these things in morning worship talks and Bible classes. But we also need to subtly encourage them elsewhere. For instance, in teaching about history and the customs of other cultures, we should emphasise Christian principles about the relationship between men and women. All cultures, including Western culture, should be taught in light of how they compare to those Bible principles.

Character development

Second, we need to encourage character development specific to the differences between the genders, and to the ways in which they complement each other. In boys we need to encourage leadership qualities coupled with care for other people. In girls we need to encourage submission coupled with seeing and caring for the needs of others.

In morning worship talks, we should make practical applications directed to both boys and girls. For instance when we talk about pride, we could address both the boyhood

problem of pride in strength or athletic ability, and the girlhood problem of pride in physical appearance.

God has made physical and emotional differences between men and women to aid them in fulfilling their positions

Furthermore, we should encourage proper courtesy. An elementary school teacher once entered a newly built school for the first time. She pointed out the signs on the lavatory doors that said ‘Ladies’ and ‘Gentlemen’. ‘How appropriate’, she commented, ‘that is what we want them to become’. We want to help boys become gentlemen and girls become ladies.

For that reason, boys must be trained to let girls go first through the door. In games that require throwing something to hit a person, the boys should be cautioned to be more careful when throwing at a girl. They should not throw hard and should be more careful how they aim.

The girls, on the other hand, should be encouraged to let the boys lead out in decision making. They should not be allowed to act bossy.

Instruction

Finally, we should slant our instruction and physical activities to reinforce the

inherent interests and abilities of boys and girls. Within individual classes, we should have illustrations that appeal to as well as direct attention to the differences between boys and girls. In math class, for instance, we should make practical applications to both the shop and the kitchen. Science class is generally thought to interest boys more than girls. Therefore, we should put forth extra effort to use illustrations and demonstrations that interest girls. In discussing levers, for example, we can use both a loader lift arm and a broom as examples of third-class levers.

We want to help boys become gentlemen and girls become ladies

Recess activities should be tailored to the differences between boys and girls. We should have a variety of games and activities that develop both strength and coordination. Sometimes, especially in the older grades, the genders should be separated so that they can focus on activities better fitted to their gender. This has the additional benefit of minimising physical

contact and teaching reserve between the genders.

If we have extracurricular classes or activities, they should be tailored to the specific interests of boys and girls. On toy day, we should expect the girls to bring dolls and the boys to bring tractors or trucks. With the older grades, there may be a place for a few classes on cooking for boys or a few classes on household repairs for girls. However, our emphasis should be on developing mechanical skills, such as woodworking and metalworking, in boys, and homemaking skills, such as cooking and sewing, in girls.

As we work to encourage the masculine and feminine qualities, we should remember that we are not alone in this endeavour. The place of the school is to support the work of the home and church in preparing our young people for adult life. We should help students fit properly into the framework of the home and the church. We should tailor the development of skills to this framework, thinking ahead to how students may actually use their skills. May the Lord bless us as we help to prepare young souls for the future. ■



Vitamin D — Are you getting enough?

Question: What is a vitamin that is not a vitamin at all, yet its absence can have an extremely negative effect upon the body?

Answer: Vitamin D, the ‘sunshine’ vitamin.

Prior to creating Adam, God had to create some things that were necessary to sustain life on earth. The sun was created to provide both light and warmth.

Sun exposure on the skin is God’s natural provision for vitamin D — God knew what He was doing. When He created Adam and Eve, he provided them no protection from the sunlight following their creation. Why? Because as we have recently learned, it is the UVB rays from the sun that provide the most effective, most reliable, most abundant, and most natural God-given source of vitamin D.

Vitamin D sufficiency, along with proper diet and exercise, have been shown to be the most important preventative factors in human health. Hundreds of studies link vitamin

D deficiency with significantly higher rates of many forms of cancer, as well as heart disease, osteoporosis, multiple sclerosis and numerous other diseases.

Sunlight: a bad rap

For years we have been told by the medical community that we must avoid the sun’s rays. They warn us that sun exposure can lead not only to skin cancer, but also cause premature ageing of the skin (wrinkles), cataracts, and more. However, there is good evidence that sun exposure without burning actually decreases the potential of melanoma.

The dangers of sun exposure have been greatly exaggerated and the benefits of sun exposure greatly underestimated. Sadly, in so many instances, we learn afterwards that many people have been harmed by information presented as ‘expert advice’ that has proven inaccurate.

God designed the human body to receive daily exposure to the sun’s rays for numerous reasons. One of the most important is that the sun provides the building materials our bodies need to produce vitamin D, one of the most basic and important elements humans require in order to regain or maintain health.

Sunburn: important to avoid

It is important that we allow the sun’s rays to fall upon our skin in order to obtain our vitamin D. However, it is also important that we not over-expose our bodies to the sun’s rays, as this can be dangerous. This is especially important when we first expose

our body to the sun's rays at the beginning of the summer.

We have learned that the key factor in the cause of sunburn is a lack of sufficient antioxidants. Raw fruits and vegetables and especially vegetable juices and green barley are loaded with antioxidants.

If you are a person who has previously allowed your skin limited access to the sun, next spring or summer it is suggested you begin exposure to the sun slowly. Ten to fifteen minutes a day is a good way to start. Then progressively increase your time in the sun over the next few weeks until you have a nice tan.

Disease protection

Vitamin D is entirely different from all other vitamins. Technically, it is not a vitamin at all, but rather a prohormone (something which enhances the strength of a hormone that already occurs in the body). Vitamin D enhances the hormone your body produces from cholesterol (the good kind of cholesterol your body creates naturally). Receptors that respond to prohormones are found in every human cell, giving vitamin D the power to affect the entire body.

When a person receives regular exposure to the UVB rays of the sun, the vitamin D levels of the body are increased. Studies show that these increased levels of vitamin D help protect the body from numerous diseases including:

- Many types of cancer
- Heart disease

- Diabetes
- Autoimmune disease
- Osteoporosis
- Depression

Flu protection

Recent studies show that Vitamin D plays a significant role in helping your immune system defend against infectious diseases like the flu.

Vitamin D has the power to affect the entire body

Have you ever noticed that it is only in the winter months these flu epidemics occur? Now we know why! In a March 2010 article for foodconsumer.com, Dr John Cannell, an American health activist and director of the Vitamin D Council, reports that vitamin D helps produce antibacterial peptides that help protect against the flu.

In the article, Dr Cannell says this phenomenon explains why in winter, when there is little sunshine, people are more prone to vitamin D deficiency, which in turn makes the body vulnerable to flu viruses.

Vitamin D increases the body's production of 200–300 different antimicrobial peptides. In addition to being far superior and effective in protecting you against the flu than any synthetic antibiotic or antiviral, vitamin D does so at a small fraction of the cost of man-made products.

Lead researcher Carsten Geisler told Food Consumer, 'When a T-cell is exposed to a foreign pathogen, it extends a signaling device or 'antenna' known as a vitamin D receptor, with which it searches for vitamin D. If the T-cells cannot find enough vitamin D in the blood, they won't even begin to mobilize.'

This further illuminates why flu shots do not work. They do absolutely nothing to address the underlying cause, which is a deficiency of vitamin D. When the immune system is not working properly because of a vitamin D deficiency, the toxins in the flu shot do additional damage to the immune system. Of even greater concern is that the side-effects from the flu shot have at times proven deadly.

Dr Russell Blaylock, a retired neurosurgeon and member of the Association of American Physicians and Surgeon says that if a senior citizen receives an annual flu shot for five consecutive years, they increase their potential of Alzheimer's by 1000% because of the mercury in the vaccine. I have personally known three individuals who did not have the flu at the time of the flu vaccinations, but after receiving the vaccination died of the flu.

Strengthening our immune system

The strength of our immune system is determined not by our doctor or some drug. Rather, the Creator gave us an immune system to protect us against germs, viruses and bacteria. But that God-given immune system can only function optimally when

it is kept strong through proper diet and lifestyle.

Suggestions for building and maintaining a strong immune system:

- Adopt a 100% plant-based diet (mostly raw).
- Remove all refined sugar from your diet because it is an immune system suppressant (refined sugars and refined grains literally knock out or 'void' the immune system's ability to protect the body from germs, viruses and bacteria).
- Aerobically exercise the body for 20 or more minutes at least three times a week, but preferably on a daily basis.
- Obtain adequate rest (7–8 hours nightly on a consistent basis).
- Avoid stress as much as possible.
- If you are unable to obtain enough sunshine daily to produce adequate Vitamin D (for climatic or other reasons), take a daily Vitamin D3 supplement.

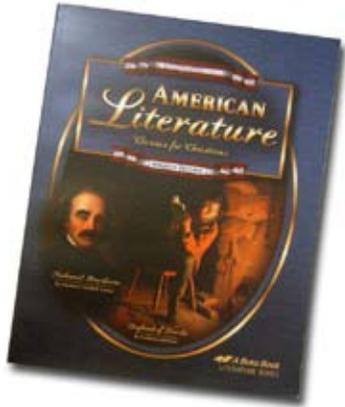
I take 5000 IU of Vitamin D3 daily, nearly year round (children need 1,000 to 2,000 IU). If you choose to supplement, make sure it is with Vitamin D3 and not with Vitamin D2 which does not offer the same protection. Vitamin D2 is a synthetic form of Vitamin D often prescribed by physicians and found in homogenised milk. ■

Book Shop



A Beka Book

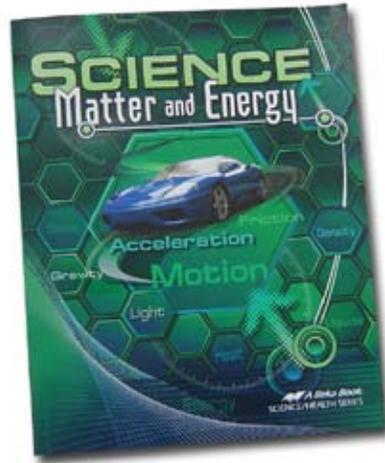
American Literature
Grade 11 (Fourth Edition)



In the past we have not stocked this title as few Australians had shown interest, but in the last year or two we have had more enquiries and now present this course.

The course traces the literature of the USA from earliest colonial times to the modern era with a wide range of perspectives.

Student Text	\$49.15
Teacher Edition	\$78.90
Test and Quiz Book	\$8.90
Teacher Key to Test and Quiz Book	\$14.15
The Scarlet Letter with Study Notes	\$16.55



Science: Matter and Energy
Grade 9 (New Edition)

This is a replacement for the earlier *Science of the Physical Creation* and is a rewrite (not just a rework) of the text. The text covers matter, energy, sound, heat, physical chemistry, science vs evolution, motion and forces, light and colour, electrostatics, magnetism, electricity and electronics.

Student text	\$42.60
Teacher Edition	\$78.90
Student Test Book	\$11.80
Teacher Key to Test Book	\$17.50
Student Quiz book	\$8.90
Teacher Key to Quiz Book	\$17.50
Lab Manual	\$22.10
Teacher Key to Lab Manual	\$35.45

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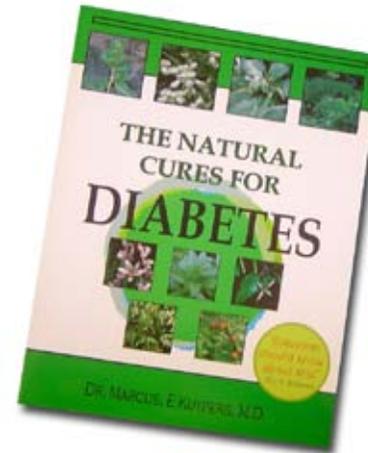
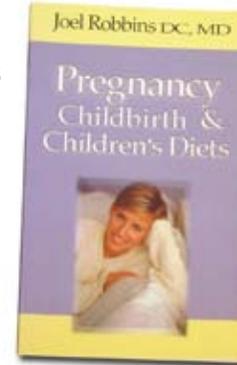


Clearance Specials
while stocks last

Health Books

Pregnancy, Childbirth and Children's Diets
by Joel Robbins

This booklet is invaluable in preparing for motherhood.
90 pages.
was \$10.00
now **\$3.00**

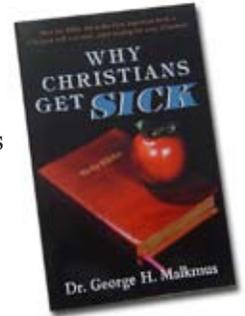


The Natural Cure for Diabetes
by Dr Marcus Kuypers

Outlines the nature and causes of diabetes and shows how natural and herbal supplements can help. 90 pages.
was \$35.00 now **\$2.00**

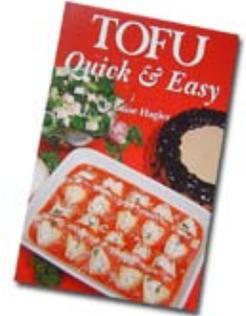
Why Christians Get Sick
by George Malkmus

Explains why we get sick, presents the foods that are causing most of our sicknesses and shows how to avoid falling victim to sickness. 135 pages.
was \$23.60 now **\$3.00**



Tofu: Quick and Easy

Tofu has been an Asian protein staple for over 2000 years. Louise Hagler's 120 recipes for tofu will bring life and colour to any vegetarian menu — in anything from party dips to barbecue to luscious cheesecakes.



now **\$3.00**

For Christmas

The Nativity & Boyhood of Jesus

Children and adults will love this beautifully illustrated account from the scriptures.



was \$9.95 now **\$3.00**

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Focus on Christmas

with great gift ideas from Christian Focus

Risk Takers

This series of four devotional-style books by Linda Finlayson outlines the lives of Christian heroes throughout history. Suitable for middle primary, each paperback is around 130 pages and includes quiz questions for each chapter. **\$7.95 each**

Adventure & Faith Strength & Devotion
Danger & Dedication Fearless & Faithful



Freestyle Series

This series of fiction novels for secondary age readers tackles issues like divorce, drugs, racism, social classes, bullying and immigration.



Ivan Series

Myrna Grant's series of books for upper primary readers was written at the height of Christian persecution in the former 'Iron Curtain' countries of Eastern Europe. Paperbacks of approximately 140 pages. **\$7.95 each**

- Ivan and the Moscow Circus
- Ivan and the Daring Escape
- Ivan and the Informer
- Ivan and the Hidden Bible
- Ivan and the Secret in the Suitcase
- Ivan and the American Journey



- Escape to Hong Kong **\$9.95**
- Goal Behind the Curtain **\$9.95**
- In the Firing Line **\$9.95**
- Martin's Last Chance **\$9.95**
- Offside in Ecuatina **\$9.95**
- Only Children **\$9.95**
- The Runaway **\$7.95**
- Secrets **\$9.95**
- Tank's Choice **\$9.95**
- True Gold: An Olympic Adventure **\$7.95**
- Twice Freed **\$8.95**
- Which Way You Gonna Jump? **\$7.95**



Trailblazers

The Trailblazer series from Christian Focus is aimed at 9–14 year olds and retells the stories of well-known Christians past and present. The books are written with an emphasis on faith, facts and dialogue, with 'thinking further' sections at the end of each book. Small format paperbacks of approximately 150 pages. **\$7.95 each**

- Adoniram Judson John Calvin
- Bill Bright John G Paton
- Billy Bray John Newton
- Billy Graham John Stott
- C. S. Lewis John Welch
- Charles Spurgeon Jonathan Edwards
- Corrie Ten Boom Joni Eareckson Tada
- David Brainerd Martyn Lloyd-Jones
- Eric Liddell Mary Slessor
- George Muller Michael Faraday
- George Whitefield Patricia St. John
- Gladys Aylward Paul Brand
- Helen Roseveare Richard Wurmbrand
- Hudson Taylor Robert Murray McCheyne
- Isobel Kuhn William Wilberforce
- John Bunyan



Torch Bearers

Another series of biographies from Christian Focus, written for upper primary students. The books have a particular emphasis on suffering (and in some cases dying) for the sake of the Gospel. Small paperbacks of approximately 140 pages.

- James Chalmers: The Rainmaker's Friend **\$8.95**
- Jim Elliot: He Is No Fool **\$7.95**
- Polycarp: The Crown of Fire **\$7.95**
- John Harper: Titanic, the Ship of Dreams **\$9.95**
- William Tyndale: The Smuggler's Flame **\$8.95**

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LEM Phonics Corner

EVELYN GARRARD



For three months this year I have been teaching LEM Phonics in PNG, India and Nepal.

In PNG I worked for the Baptist Mission in an outback place called Tekin, accessible only by a small plane. Some Tekin teachers I had previously trained in Mt Hagen were very enthusiastic about LEM Phonics and saw good results coming from it and were keen to have courses given in their school. Traveling with Heather from the Baptist Education Centre, we commenced courses in a bamboo schoolroom with a pebbled floor and very basic furniture and equipment.

I had planned to give the second module of the ESL Introductory Course. However, it turned out that most of the teachers had not been trained by an authorised instructor, but by a national who wasn't qualified and I found that most could hardly speak English. Moreover, the teachers were year 8 graduates, chosen to teach level K because it was thought that teaching the little children was a job that anyone could handle!

Whatever situation one finds oneself in there is usually something good to be learned. So we were able to convince the leaders in the Baptist Education Centre

that this situation had to change. They need to choose teachers with a good grasp of English who are able to learn the LEM Phonics principles, and use them to teach the youngest class. When they have done a good job with the youngest class they can move on to teach the next section of LEM Phonics to the next class level.

We also discussed the possibility of developing an LEM Phonics Demonstration School in Mt Hagen right near the Baptist Mission compound. We would appreciate your prayers for this venture.

Later I went on to India and Nepal, working with Rev Richard Wilson from IRFA. We worked in some schools where LEM Phonics had been introduced before, but mainly worked in new situations. In India and Nepal the teachers are enthusiastic, but when there are long spans of time between visits, they lose the incentive to use the programme, because they are not sure how to move onto the new levels.

It is my desire to spend more time there, with helpers if we can find suitable people to accompany me. So I would also appreciate prayer for God to show us His perfect way to both ground LEM Phonics in existing schools, and introduce the programme to other schools.

I was blessed in India to have opportunities to share my Christian testimony to not just Christians but also Hindu people. The school which shows good potential in Pokhara, Nepal, is also a Hindu school.

A message to all homeschoolers

Adam Messenger, a teacher in Victoria, has designed an LEM Phonics tool which can be used on a computer or an interactive whiteboard. He has generously allowed us to give it to anyone as a 'freebie' to assist the learning of LEM Phonics in the school or the home.

The Powerpoint presentation displays the phonogram chart for each of the three levels — single phonograms, multiple phonograms or successive seventeen. You can click any phonogram on the screen and hear the sounds. It is useful for all kinds of exercises, with or without teacher involvement. For example, the teacher may ask the student to find a certain phonogram and say the sounds. The student can check if they are correct by clicking on it.

For ESL children the tool has proven very helpful because teachers often have difficulty with pronouncing the sounds when teaching, but this tool gives them the mother tongue English pronunciation. It can also be used in testing — the teacher can play the various phonograms for testing without the students seeing. I'm sure you will also work out other ways to use it too!

If you would like to use this tool just email me at evelyn@lem.com.au and I will send it to you.

Sincerely,

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.

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