



It is so encouraging to meet home educators in various locations around our nation.

Often as we travel around the nation we remark that we have customers in that town or as we pass a road-side sign to a little known town we will comment that so-and-so lives there and wonder what they are doing at this time.

Whilst we don't know everyone personally or even remember particular names, we do count it a real privilege to have the opportunity to help so many people through the far-flung places of our nation in educating their children.

There are times when we wonder if it is all worth it as we see so many ungodly signs

in our nation. But then we meet someone like the family we met at a church I was speaking at recently, who introduced themselves as home schoolers whose children had learned to read using LEM Phonics. The children thanked us for providing the books they use for their education which had proved such a blessing to them.

### CHESSE

Soon we will find ourselves in Sydney, Melbourne and Perth for CHESSE seminars and we look forward to meeting many old friends, and also meeting new families about to embark on home education. A mark of age is that we are increasingly finding ourselves meeting home educated children who now are raising their own home educated families. What a blessing!

### This Issue

In this issue I explore the importance of relationship in education. We present a health article from George Malkmus on how to eat raw food, plus a number of great

new titles that have recently become available in the book section.

### Projects

There are a number of projects in the pipeline but we are finding it increasingly difficult with other pressures to develop them. We are exploring a revamp of the organisation of the LEM Phonics program, with an aim of simplifying both content and presentation. Back in that clogged pipeline are *The Elements of Music* Volume Four and *Let's Teach Art* reviews for grades 1 and 2. It is unlikely that these projects will be finished this year.

We trust you are finding inspiration from the Lord in your educational endeavours for Him.



### CHESSE

Dates for 2012:

Sydney	Saturday 23 June
Melbourne	Saturday 14 July
Perth	Saturday 4 August

### CHESSE variations

The Perth CHESSE for 2012 is planned to be conducted in partnership with Stephen Hurworth from St Augustine's Classical Christian College. This will feature a full day's program, more resources available for perusal and purchase and fellowship with a wider range of families.

### Resources

These seminars will be a great opportunity to peruse our wide range of materials. It is difficult for many to get to Canberra (although many home educators call in while they are on holidays and spend time reviewing resources) and CHESSE provides an answer.

We bring along almost all student text books and a wide range of reading books, although the long-suffering station wagon is generally unable to fit in teacher manuals, tests, and other extras. As we will be flying to the Perth seminar the range of materials will be limited.

### 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.

Just like the CHESSE seminars, books will be on display and available for purchase. There is usually no entry charge.

If you would like to host such a display please contact our office (details on back

page). We just need someone to book a suitable facility and be a contact person for us.

The book display in Hamilton, Western Victoria, was a good success again this year and we look forward to a great time at a new book display in Coffs Harbour on the north coast of NSW. This will be held on Saturday 15 September from 10am –3pm. The venue is Abundant Life Church, 1/47 Lawson Crescent, Coffs Harbour.

At Coffs there will be plenty of time for discussion and/or mini sessions on topics of interest. There is no charge for the day, but a gold coin donation to help cover costs is encouraged.

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

## International

### Nepal

As commonly happens in developing nations, there were changes to our plans for a March 2012 visit to Nepal. There had been a change of leadership to the group of schools and messages were confused which meant that major training for teachers was cancelled.

At the last minute Urish Sharma was able to organise a training seminar in LEM

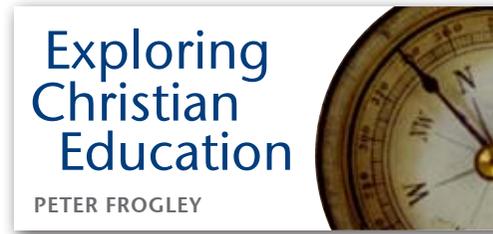
Phonics for Peter Frogley at the Babylon National School in Kathmandu. For those like Peter who wondered at the name, it is named for the hanging gardens! At the same time Richard Wilson travelled by bus to the beautiful tourist town of Pokhara, to the north-west of Kathmandu. He had an excellent time teaching a large group of teachers in LEM Phonics. It is hoped this will be able to be followed up later in the year.

Urish Sharma still faces various challenges in getting the business side of the project in Nepal established, but it is hoped that he will be able to see further schools established and an effective tutoring service functioning profitably.

### Papua New Guinea

Mesia Novau continues to press on in a typically uncertain climate in PNG. It seems LEM Phonics has been approved as one method for teaching English in PNG schools. However, between that and implementation are a myriad of challenges and changes in direction.

Mesia is presently waiting on results of submissions he has made and the preparation of official documents. We are praying for the situation to be clarified quickly so that the LEM Phonics project can move forward.



## No. 84: Education is Relationship

Our teaching must be founded in our relationship with the child – whether in a school setting or at home.

We are training our offspring – who are living, thinking, perceiving and understanding people (albeit small ones) – to equip them to take their place in God’s great world. This equipping of people from a biblical perspective can only happen through a godly relationship with the child. Humans are created as relational beings, made in the image of God. The key to a human life is the relationship with God through Jesus Christ. Paul says:

For if when we were enemies we were reconciled to God through the death of His Son, much more, having been reconciled, we shall be saved by His life.

*Romans 5:10*

Life is found in relationship with Christ and all human activity is founded in relationship with God and one another. The child’s relationship with their teacher leads the child to relationship with God in Christ.

Thus our relational role is not only important in education but also in relationship with God.

### Children and parents

If we are teaching our own children we understand there is a special bond between parent and child. Whilst that bond has wonderful strengths, it also has some weaknesses, and we need to learn to use its strengths and correct its weaknesses. The relationship between parent and child is one of the closest and most personal relationships. It is said that ‘love is blind’, and so too the intensity of our love relationship with our children can often blind us to character and behavioural traits that may need some adjustment. We need God and often others to help us see these ‘blind spots’ in our relationship with our loved ones. Proverbs tells us there is ‘wisdom in a multitude of counsellors’; which advises us to encourage other trustworthy people to speak into our situation.

### Push to extremes

As parents our thinking and resultant attitudes can easily take us to extremes in the way we view and hence manage our children. Without external wisdom this can sometimes hamper the effectiveness of our training.

#### *The hard approach*

On the one hand we are concerned that our children be seen in the best possible light as we are aware their behaviour reflects our management of them. This can easily

become a fear which can lead to overzealous discipline.

Some parents fear they will lose control. Before we were married we may well have said something like ‘my child will certainly not behave like that!’

Pride can cause us to hold that thought as an absolute — and then, to our horror, we discover our child doing just what we detested in that other child several years previously. Panic sets in and we commonly react in the wrong way.

#### *The soft approach*

Alternatively, we almost come to believe our child is the first perfect human being (apart from Jesus) and is incapable of wrongdoing.

As a result we are often influenced by the current ungodly philosophical thought that teaches that our children are born good and they therefore should be encouraged to ‘blossom forth’. The theory is that the good that is inherent in them will be fulfilled in reality.

On the basis of that belief in the inherent goodness of the child, any correction (outside interference) is obviously out of the question, as it would demonstrate a complete misunderstanding by the parents of the nature of their child. Tragically, it is only a few short months before that child is running the home and running the parents ragged. But the ‘experts’ must be right in teaching that children must not be inhibited by parents imposing their will on their lives. Perhaps they prefer to have the child inhibiting the parents’ lives?

The above are just some random examples of the challenges faced by parents in disciplining their children. Parents have to work through the emotional see-saw life sends their way to find what their child is really like from God’s perspective, and how God would have us proceed in developing His ways and character in the life of that child.

### **Familiarity**

‘Familiarity breeds contempt’, so the saying goes. The root word of *familiarity* is *family*, so there will of course be familiarity in families. However, misplaced familiarity can create difficulties in building positive relationships with our children. As children are also inflicted with the disease called sin they will often take advantage of parents in times of weakness or inattention.

Current psychological thinking complicates matters further by saying that all people are equal, and by extension we and our children are equal — in every regard.

The Bible, however, teaches a hierarchy in which God is boss. He delegates His authority, which means those who receive authority from God exercise that authority over those God puts in their care. In the family, God delegates his authority to the father, who is head and boss and is responsible to God for his family and their development in godliness (Eph 5:22–33). The father then delegates authority to his wife, the helpmeet (Gen 2:18). The children are then under the authority of their parents, who will train them in the ways of God.

If we allow over-familiarity with our children we can render our authority ineffective. Proverbs 29:18 explains:

Where there is no **vision**, the people perish; but he who keeps the law, he is blessed.

In some translations this verse is rendered ‘without a progressive vision, or prophetic vision’. It speaks of people hearing the prophetic word of God expounded to them to provide the way and purpose for life. That is the responsibility of the father to his family. The verse goes on to say ‘the people perish’ which is perhaps better rendered ‘will dwell lawlessly’ — that is, without direction and contrary to the word of God. Where this direction is lacking in a family it will be difficult to build obedience and thus a relationship with God and one another.

### **Submission in Learning**

As parents build this godly foundation for their families they will also begin to understand the principle that we do not learn except in submission to an authority.

We learn because we submit (that is, listen) to a teacher. The principle even works when reading a book — if we do not submit to the material in the book we will not benefit from reading it. That is why parental authority is so important and why parents must command and develop submission in their relationship with their children. Humanist thinking sees this idea as authoritarian and thus robbing children of their own personal development, but it is the biblical approach to building a family.

Modern education is child-centred — the process of education is about and for the child. Such thinking gives rise to the idea that it is demeaning to instruct children — they must discover for themselves and learn by experience. That is classic Dewey! It follows that parents must be *facilitators of learning* — they facilitate the child’s independent learning. Parents should no longer be considered teachers, for that implies a superior parent insisting on what a submissive child should be learning.

## **We learn because we submit**

This modern philosophy of education is thus for the glory of children, whereas for the Christian education should be for the glory of God.

The process of bringing glory to God is outworked in the challenges we face as we grow, and so it is for our children. Parents must be careful not to protect their children from the godly development that life’s circumstances bring. The challenges our children face are builders of their good character. If we protect them from these they will not be able to develop godly character and we will find we become child-centred in our approach to teaching. This is a matter of huge importance — let us not fall into the tragedy of being diverted from God’s ways of training. ■



### Raw vs cooked

There is no doubt that raw foods are best for us, as cooking food destroys a percentage of the food's nutrients. As a result some health food people have sought to eat a fully raw diet, but this is not the position held by all experts. A totally raw diet can cause some issues and George Malkmus, author of this article, counsels against it.

Some would consider Malkmus's diet (the Hallelujah Diet) to be a little extreme and perhaps for some impractical, but we encourage you not to throw out the baby with the bath water because it seems too big a challenge. The benefits of a healthy diet and lifestyle are significant.

### This is the concept in a nutshell: limit your cooked food portion to 15% of your daily intake.

How? Simply restrict cooked foods to one meal and fill up on raw fruits and vegetables the rest of the day.

It really is that simple! There's no need to count your calories or weigh your food to determine your 15% intake. In fact, that 15% will look different from one person to the next — there needs to be some freedom even in healthy diets!

For example, you may be the type of person who needs some cooked food at the beginning of the day after drinking your first green barley, and that's OK. Green Barley is the powdered leaves of the barley grass plant which are harvested just prior to the plant running to head and it is claimed to be one of the most densely nutritious foods available. Just make sure it's something that's easy on your digestive system, like a green smoothie, fruit, or whole grain or oatmeal with rice milk or almond milk.

Remember that if you eat cooked food at breakfast, eat raw foods for the rest of the day.

If you choose to keep your cooked portion for lunch, consider a sprouted grain pita pocket or some other cooked food that is easy to digest. Here again, you should always have your green barley handy and drink it before or with your meal.

Contrary to popular assumption, you will not lose any noticeable effects of green barley if you drink it right before a meal. In fact, if the meal includes some good fats, they will actually help your body absorb some nutrients in green barley better.

Though some choose breakfast or lunch to consume their cooked food, I still prefer to keep my cooked portion for dinner.

Rhonda and I begin the evening meal with a teaspoon of green barley (we like to consume it 15 to 30 minutes before the meal). This is followed by the main course — usually a large vegetable salad bursting with color and variety.

The salad can be in the form of a cut-up salad or, as Rhonda and I prefer, taking all the salad fixings and placing them in a blender with a tablespoon of our favorite salad dressing, blending it, and consuming it as a blended salad.

Then comes the cooked portion. This can be a baked sweet potato (preferred over a baked white potato), brown rice or other whole grain, whole grain pasta, steamed vegetables, baked squash, or beans (an excellent source of protein).

Notice that we fill up on the raw foods before adding the cooked food. This helps us maintain the 15% cooked ratio we desire.

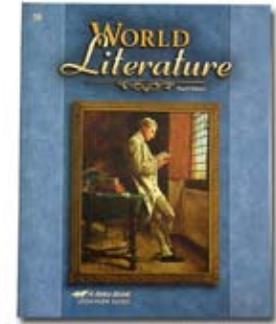
No matter when you choose to have your 15% cooked food during the day, make sure to have your green barley before or with your meal and chew your raw foods well. This way, your appetite will already be partially satisfied, which will naturally curb your desire for too much cooked food.

*As you can see, the Hallelujah Diet is an extremely simple diet to follow. It is a diet that has been embraced by millions of people around the world who have shared their testimonies of restored health, renewed energy, and even reversal of disease symptoms.*

*We recommend green barley from an Australian company who have developed a process that does minimal damage to the nutritional value of the food. Visit their website at [www.safe.com.au](http://www.safe.com.au).*



### A Beka Book

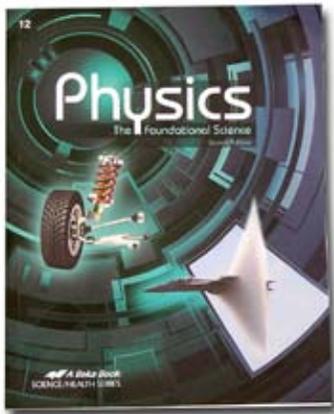


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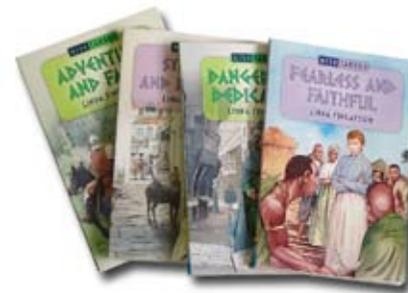
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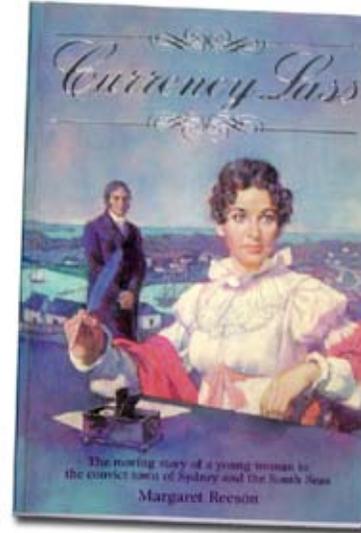
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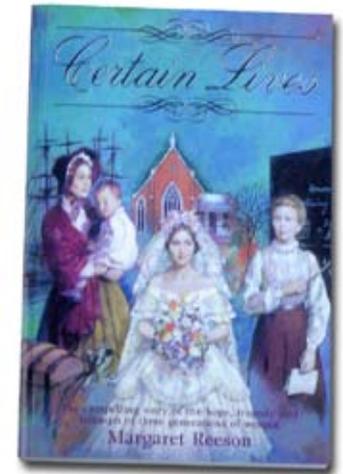
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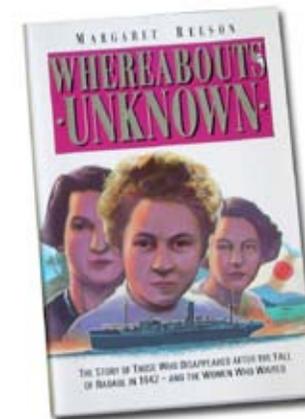
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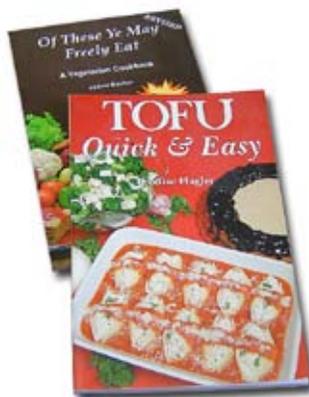
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## LEM Phonics Corner

EVELYN GARRARD



I have just been going through the 'Book of Rules' again, and am marvelling at the great amount of information it contains.

It would be very helpful to us to have some feedback from anyone who has used it. But if you haven't used it, this Phonics Corner will give you an idea of what it contains. If you are loving LEM Phonics you should love this book.

This unique volume brings the basic elements of the LEM Phonics programme into an ordered alphabetical sequence of information. The various sections cover

- phonograms and sounds
- rules of position for reading and spelling
- extensions and exceptions to rules
- derivatives and the changes which take place in various base words when forming them
- unusual patterns and spellings
- homonyms
- syllable rules including stress and the 'schwa'.

The book itself is divided into five main sections, with 'see also' links for entries which apply to other sections.

### The 75 Phonograms

All rules in this section are 'reading rules' — the rules show which *sound to say* for each phonogram in the written word, as opposed to 'spelling rules' which tell which *phonogram to write* when spelling the word.

The phonograms are listed in alphabetical order. For each phonogram we are given:

- example words under each sound of the phonogram
- any rules which help with reading words correctly, e.g.  
*a always says its fourth sound 'aw' before lk or ll at the end of a word*
- extensions of the basic rules not listed in LEM programme, e.g.  
*a says its third sound 'dr' in the second to last syllable of a multi-syllable word if the word ends in a or o.*
- lists of words in which the phonogram says a different sound than the given ones (e.g. **any**, **flood**)
- strange patterns and anomalies (which mostly reflect a different language (e.g. **memoir** [French]).

Uncommon phonograms not included in the main programme are also covered in this section (e.g. **rh**, **ps**).

## The 44 Sounds

All rules in this section are ‘spelling rules’ and help students choose which phonogram should be used to *represent* the sounds they hear in a given word.

The sounds are listed in alphabetical order, using the clearest representation of the sound. Other phonograms which are able to represent that sound are given, e.g. the sound ‘ay’ may be represented by the phonograms **ā ai ay ēā ēī eigh ēy**

For each sound we are given:

- Any rules which help determine which phonogram must be used to represent the sound, together with example words
- Extensive comparison charts comparing use of the different phonograms to represent the same sound, e.g.  
**ai a-e ei eigh ea**  
*bait made veil eight great*
- Unusual words which use different letters to represent the sound, e.g. the sound ‘ay’ is represented by **et** in **ballet**.

## Suffixes and Prefixes

All rules in this section apply to the addition of suffixes or prefixes to a base word.

Suffixes are listed first, in alphabetical order, as well as other entries such as ‘changes to base word’ and ‘combining suffixes’ in order to cover all aspects which may come into play when learning about derivatives.

Comparison charts are given between suffixes which sound alike (e.g. **able** and

**ible**), as well as helpful guidelines on their usage.

For each suffix we are given:

- The meaning of the suffix
- The parts of speech which each suffix can form (adjective, noun, etc.) with example words
- Spelling rules which pertain to the adding of suffixes.

For each prefix we are given:

- The meaning of the prefix
- A set of example words containing the prefix.

The few spelling rules for adding prefixes are given at the end of the section.

## Pronunciation

### Syllables

This section gives information about syllables — rules for dividing syllables, irregularities in syllable breaks and stress on syllables. It also includes a list of multi-syllable words which is helpful for identifying stressed syllables.

### The schwa sound

The schwa sound is the neutral vowel sound which frequently occurs in unstressed syllables. As it is not clearly pronounced when hearing the word, spelling can be difficult. The word has to either be memorised or aided by guidelines which can show which letters to choose. This section lists eight sets of words ending with the same schwa sound, together with helpful spelling guidelines.

*The words **glorious**, **novice**, **circus** and **palace** all sound the same at the end. One guideline to help spelling pertains to the ending **ous**. **ous** will always be used if the word which sounds like ‘uhs’ on the end is an adjective. This means that if a word is **not** an adjective we should **not** use **ous**. Spelling for other parts of speech with the sound ‘uhs’ on the end must be memorised.*

## Appendixes

Other minor sections in the book concern homonyms, confusing words, silent letters, words containing unusual phonograms, and phonograms which say unusual sounds.

## More Surprises

Besides what I have laid out here, you will find more surprises in this unique book if you are a conscientious lover of words and the phonetic structure of the English language.

I want to give honour to my son, John Garrard, who so tenaciously worked with me in formatting and editing this book. We had many an interesting argument, of which he mostly won (simply because he had more staying power)! His name should definitely be with mine as one of the authors.



# 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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