



As we press on in our service for the Lord most are finding it an increasing challenge to keep focused on a Christ-centred education.

The river of our society is flowing in a quite different direction – humanism has triumphed in state education achieving its goal of being secular – that is to say humanist! Unfortunately, humanism has become significantly influential in Christian schools and, indeed in home education circles. Christians have been persuaded by their humanist peers to be ‘socially relevant’, which is code for humanist!

We could bemoan our situation as biblical Christians and either become cynical or defeatist. But, we are still on the winning side, our Lord has triumphed and He is waiting for us to demonstrate His victory in our personal and family lives. Perhaps this is a bigger challenge in our day than it has been in the past, but let us not give up on the heritage we have in Christ.

You only have one opportunity to raise a family and that is to be spent glorifying God. The fruit of that endeavour will be both temporal and eternal.

### This Issue

In *Exploring Christian Education* I explore the journey of LEM and the CHES seminars. In Health we reproduce a fascinating, up-to-the-minute article by George Malkmus, titled *Fearfully and Wonderfully Made*. Wendy Hill contributes another in her series, this time on timbre, and Evelyn Garrard contributes another LEM Phonics corner.

With a prayer that this issue will be a blessing as you seek to serve the Lord in education,

Peter



## Checkmate for CHES

2015 CHES seminars are now complete and finished. With that we believe the season for these CHES seminars is now over. We have been contemplating this for a couple of years as numbers have been on the decline for some time now. It has been a hard decision for us to take, because it had been such a significant part of our work. In addition, we have found that the few folk who have come have enjoyed the day and found it most helpful in their home education journey.

We began home education seminars in about 1985 – so they have had a life of thirty years. In that time we have conducted seminars all across Australia – from Townsville in Queensland, to Hobart in Tasmania, to Albany in WA and everywhere in between. We have so many wonderful memories and so many friends across this nation as a fruit of these seminars. There have been many testimonies of

the blessing CHES has been and they have been a great encouragement to us.

Our thanks go to all those who have participated and we bless God for the fruit we have seen over those thirty years.

## International News

### Papua New Guinea

In the midst of uncertainty Mark Baiia and his team have been pressing on in the development of LEM Phonics in PNG. As a fruit of my last visit in April there has been a significant development in Four Square circles, with their school in Madang taking on LEM Phonics and recently undertaking training with our team of ladies. This is opening up a number of other opportunities in various locations around the nation. We are trusting God’s favour as there are so many challenges and opportunities in that nation.

### Peru

Bob and Frances Relyea report that the results of their recent six weeks ministry trip to four Andean countries (Chile, Bolivia, Peru and Ecuador) exceeded their expectations. They were given opportunities to minister on creationism in churches, seminaries, schools and youth groups, as well as to individuals. It was their first ever ministry visit to Chile and the first time in fifteen years that they had ministered in Ecuador. In both cases, new ground was opened, with several people identified as capable and willing to form part of a creationist

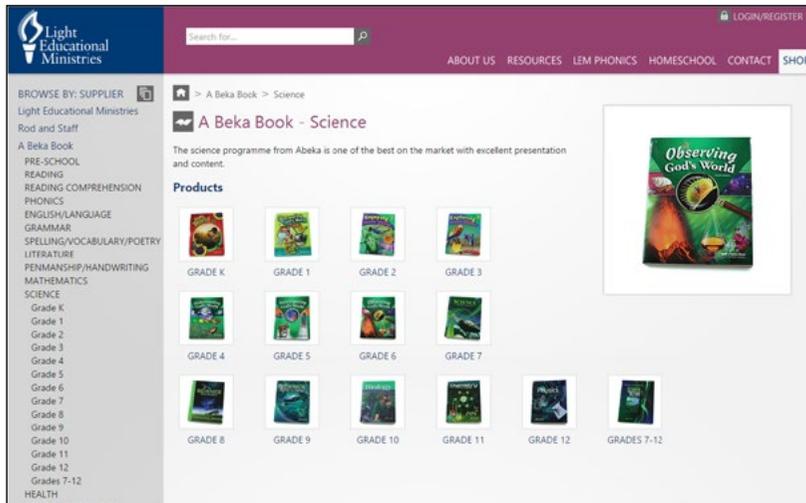
centre in those countries. Plans are afoot to ship creationist materials from Peru and several people have signed up for the Diploma in Creation Science, a requirement to be part of the International LEM/AME team. Their time in Peru was also a social visit, as they coordinated with the AME Peru team and attended the wedding of two young people who are part of one of their creationist groups.

However, the best progress was made in Bolivia, especially working with people who are keen on producing education materials with a biblical worldview, all permeated with a creationist perspective. Various projects are being proposed and jointly developed which will be trialled in Bolivian Christian schools in the not-too-distant future. The teachers and pastors who attended the National Education Camp were edified and left committed to make a greater effort to teach from a Christian perspective.

Bob and Frances returned to Australia a bit weary, but happy that the Lord had answered prayers and provided wonderful opportunities to extend His Kingdom in South America, with prospects of follow-up ministry to continue into the future.

## lem.com.au

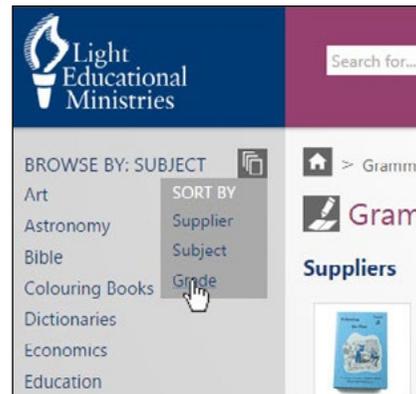
Since we launched our new website two months ago, we have already begun improvements and updates.



### Images

A large proportion of the past weeks has involved photographing and processing our catalogue of around 2500 book covers. This means that whilst you shouldn't always judge a book by its cover, you now at least have that ability!

Having these photos has allowed us to update the interface for browsing categories, which now shows thumbnails of the book covers for any combination of supplier, subject and grade level.



### Powerful search and sort

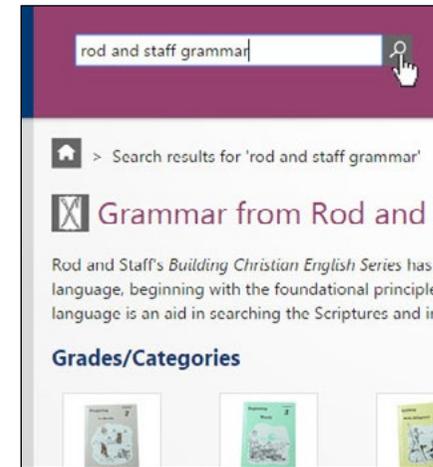
Whilst we're not quite on Google's level yet, the new website's search function is designed to make it easier to find what you're looking for. For example, a search for 'abeka science' will give you

Abeka's science program across all grades, or 'grade 7 science' will give you links to all our suppliers with a grade 7 science program. And of course a direct title search like 'cotton sailboats' will still work too, allowing you to add products to your cart straight from the search results.

The sort menu allows you to list our products by either supplier, subject or grade.

### Interface

It's the little things that can make a difference, and we've made a few tweaks in the 'little things' department. Things like returning the scroll position to where you last added an item rather than scrolling back to the top, or reminder messages to make sure your information has been entered



since your last order are some other small changes we have implemented.



### Compatibility

We now have greater access to most common hardware and software for testing our website code. This means that if you encounter any problems we can physically reproduce your environment here, rather than relying on emulators.

### Feedback please!

We continue to covet your feedback on the new website. If you have any comments or suggestions (for the negative and/or the positive), please email your feedback to john@lem.com.au or phone the office anytime.



## The Beginning

Back in 1979 I received a vision that I believe was from the Lord, which over the years I have presented a couple of times in *Light of Life*. It was a grand vision (as most are) and with a vision comes an expectation of how that vision will outwork. The key to that vision for me was that God wanted to build education that reflected His person and character.

A few years earlier God had spoken to me a word in prophetic form that had helped develop my thinking. That word was ‘Education is the unfolding of God; His character and His creation.’

To me that meant that Christian education had God as its reason for existence and thus every aspect of education needed to be submitted to God, through His Word. I understood that my own education reflected what man wanted in an attempt to function independently of God and gain glory for himself. As my understanding grew I perceived there was need for reinterpretation of every discipline on the basis of God’s word. For example, history is not man’s biased opinion of events, but rather God’s plan and intent for man being unveiled.

The problem was that I did not know where to begin and through many discussions I discovered very few others did either, and worse still, most Christians did not wish to even begin the journey of discovery.

This meant that the outworking of the vision I had received was going to take much longer than originally thought – I

had expected it should all happen in my lifetime.

Thus I suspect it is providential that God should draw my attention to the roots of the Reformation and to be astonished at how long it took for the Reformation to take root in Europe. There was much opposition every step of the way – not only from the world, but particularly from the church.

■ perhaps your home education program has more significance than you could ever imagine in the great plan of our Lord

## A Reformation History

When Luther nailed his 95 Theses to the church door in Wittenberg in 1517 it was considered the initiation of the Reformation. However, my attention was drawn to the fact that in about 1160 Peter Waldo was converted and began preaching on the importance of the Bible. Many of his followers (who became known as the Waldensians) were put to death over the following three centuries for their testimony. This began 350 years before Luther!

In the fourteenth century, the man known as the ‘Morning Star of the Reformation’, John Wycliffe, became a critic of the church and desired to make the Bible available to the people in their own English language.

His followers, known as Lollards, preached the message of the Reformation 150 years before Luther. Space does not allow to speak of Hus, Savanorola and a host of others.

What is the point? Could it be that you and I are like these men as those that signal the coming of a great Reformation? Nothing in God’s economy is wasted and perhaps your little home education program, which seems to flounder from one post to the next at times, has more significance than you could ever imagine in the great plan of our Lord!

If that pattern of the earlier Reformation is to be repeated then I should expect my great, great, great... grandchildren to participate in the next Reformation (the reason for all the greats is that I already have two great grandchildren!).

This history has stirred my faith that LEM and CHES seminars have not been in vain but are one of the forerunners of the next great Reformation.

## How do we understand the times?

What I originally expected in the outworking of the vision has not happened according to my earlier expectations. But God in His grace has re-established my faith without great personal expectations, which is much more relaxing. Indeed it becomes increasingly likely that the full outworking of God’s plan for education is still far off in the future!

## No. 97: What of the Future?

We as humans have an insatiable desire to know what is going to happen in the future and we tell ourselves that we need to know to be able to plan our lives or perhaps just because we want to know.

Theories about the second coming of Christ are an interesting manifestation of this desire to know. However, the Bible tells us that the just live by faith – perhaps that is one reason why Jesus said it was not for us to know the time of His coming.

Why is it that we seem to have this desire to know the future? Could it be that this desire is based in a reluctance to have faith in God’s plan for our lives? The answers to those questions are beyond the scope of this magazine and its author, and that discussion is not the point of this article, but it is a prelude to exploring the demise of CHES seminars, which we announced earlier in this magazine. Let us explore some thoughts on this matter of the future in the context of Light Educational Ministries.



*This photo shows part of our setup for the CHESSE Seminar in Melbourne in 2001, where over 200 people attended. By way of contrast the 2015 Melbourne seminar attracted only 25 people!*

I had a vision for the Christian school movement that would see a transformation in our nation. But within a decade the movement had lost its first love; so too, in slightly slower fashion, the home education movement followed suit. There are some wonderful teachers and parents who have embraced a godly vision, but I observe they seem to be a minority. I conclude then, that the time is not right — just as the precursors of the Reformation never lived to see the fruit of their endeavours. Indeed I suspect that at least some of them would have died disappointed men, but they are not anymore!

I don't feel any need to justify myself or Light Educational Ministries, but I do want to attempt to understand what God is doing in our day as a precursor to a glorious future. I believe we are in for a great and prolonged future, but it seems important that we are like the men of Issachar who

understood their times. I have found enormous encouragement in the lives of those saints of old, such as I mentioned above, who had a faith for the future and were thus able to endure and triumph in the trials and challenges of the faith. That inspires me, and I trust you, too, for they knew a new day was coming.

The Bible is a book of history and from it we learn so much of God's ways that help us find the reason for who we are and what we are to become.

So, whilst it may be time to finish CHESSE and whilst we do not have the influence we may expect, I don't believe that is a problem or disappointment to God. In fact sometime ago I felt the Lord advise that if LEM finished with me it would not be a problem because it had fulfilled what God had intended. I am satisfied that I can trust that He knows what He wants to do and He may well not feel a need to consult me.

What I do know is that it is the greatest privilege one could have to serve the Lord and LEM has and will continue to serve our Lord!

In all this there are no plans to close LEM, nor our book distribution, and we will continue to assist and advise Christian schools and home educators as God grants opportunity. ■



## Timbre

Our new music element, timbre, is a French word pronounced 'TAM ber'. Timbre is an extension of soundwaves which explores deeper into the wave patterns of a single sound.

Another term for timbre is 'tone colour' which explains why a flute sounds different from another instrument (i.e. has a different 'colour'), even when the same note is played and the cycles per second are identical.

The previous article on soundwaves should be kept in mind when we discuss timbre — you can access it (and all the music articles) from the link at the end of this article if you wish to reread it.

### The harmonic series pattern

In God's design of a single soundwave we see an amazing pattern which only God could have created. This pattern is called the **harmonic series pattern** because all the notes in it are in harmonic agreement with a base note called the **fundamental**. I call the notes above the fundamental 'God's

secret hidden notes' because that's exactly what they are. God put them there and the untrained ear does not pick up these subtle, hidden notes. Technically they have several names.

1. **Overtones** because they are higher than the fundamental.
2. **Harmonics** because they are in harmony (i.e. agreement) with the fundamental.
3. **Partial tones** because they are smaller parts of the complete soundwave.

In this article we will call them 'overtones'.

I apologise if this gets a bit technical, but please bear with me because timbre reveals how awesome our God is in His miraculous creation of soundwaves.

So — what is this harmonic series pattern? In the soundwaves article we learned about the cycles which form a wave, and the pitch of a note depends on its number of cycles per second.

When you halve the length of a string, the note will sound exactly one octave higher. This note is the first overtone, when the string vibrates at exactly twice the number of cycles.

The overtones continue up the scale as the string vibrates at three, four, five, six, seven and eight times the number of cycles from the fundamental. And they keep going up until they fall outside the range we can hear. The first eight overtones formed by exact divisions of the string are shown on this chart. Together they form the harmonic series pattern.



basis of harmony. Notice that the first six overtones of the fundamental C form the C chord. Harmony is about agreement and these notes (C, E and G) sound good together because, scientifically, they are the lowest part of the strong foundation of the harmonic series pattern. The seventh chord is found in the first seven notes. 9th, 11th and 13th chords also work well because they are part of the harmonic series pattern.

■ **Timbre is like a fingerprint, voiceprint or signature which identifies the owner. No two are the same — like snowflakes.**

The design of the humble soundwave and its timbre is a reflection of God and people. God is the fundamental and people can be likened to the overtones related and joined with Him. In music, there is one fundamental with many notes just as there is one God with many people. The closer we are to the fundamental, the stronger and more harmonious (agreeable) we become in our relationship with God. God knows us intimately and wants us to know Him. Matthew 10:29–30 tells us God knows every hair on our head. Jesus said in John 10:14, ‘I am the good shepherd and know my sheep and am known of mine’ and again in John 10:27, ‘My sheep hear my voice and I know them and they follow me.’

## Instruments and voices

When we think of timbre we often overlook the voice as an instrument. However a closer look at the voice will put instruments into perspective. The voice is the only instrument God built into us as a part of His design. Every other instrument is man-made, costs money, needs tuning and must be carried around. The voice is God-made, free, doesn’t need tuning and is easily transported. The voice is God’s preferred instrument for man.

Throughout musical history we see instrumental music dominating. Instruments are simply an extension of our bodies in that they respond to how we play them. It is very easy to make an instrument into an idol. As a young music student I did exactly that for many years. The piano became my means of escape from situations I could not handle. My family was not a singing family so I was never confident with my voice. The piano became my emotional release and means of expression without having to use words. I always felt better after piano practices but it was a false and short-lived sense of comfort.

Today we still see many instruments idolised by their players and it is too easy for ego and self to surface and dominate the music. The instrument distracts us from the true purpose of music which is an extension of spoken language and a part of our worship and communication with God. Where ego dominates, player and instrument become one and the voice may need to shout or even scream to be heard.

So many students study for music exams and practise endlessly. There are no words of praise to God here — the constant focus is on the sounds produced on their instrument. It is a purely emotional and intellectual experience. Ezekiel summed it up beautifully about 2500 years ago when he said, ‘And lo, thou art unto them as a very lovely song of one that hath a pleasant voice and can play well on an instrument: for they hear Thy words but they do them not.’ Playing an instrument brilliantly does not indicate obedience and worship to God.

We try to justify instrumental music by saying it is ‘training for the brain’, especially classical music. Sadly God is not often a part of our music-making. Music, self and the instrument are the focus. God told Habbakuk,

Of what value is an idol since a man has carved it? Or an image that teaches lies? For he who makes it trusts in his own creation. He makes idols that cannot speak. Woe to him who says to the wood, ‘Come to life.’ Or to a lifeless stone, ‘wake up.’ Can it give guidance? It is covered with gold and silver. There is no breath in it. But the Lord is in His holy temple. Let the earth be silent before Him.’

*Habbakuk 2:18–20 NIV*

We must not make idols out of our wood, metal, gold and silver musical instruments.

## Church music

The element of timbre raises many sensitive issues. Should instruments be used in church? Do we really need instruments in

church? In the 1500s Luther said ‘yes’ and Calvin said ‘no’. Could the money spent on them be put to better use for missionary work and spreading the gospel? Can we get away with simple worship using just a keyboard of some sort? Should we sing acapella only? Listening to the beautiful singing of Cook Islanders without instruments shows this is certainly possible.

Unfortunately many of us have been trained from childhood to depend on instrumental accompaniments and have lost confidence in our voices. And what about all the beautiful classical music of the so-called great composers written over the centuries? Where does this fit into God’s plans for music? We need to find out why the works were written to find the answers. Was God part of their motivation? Did they acknowledge Him? Or was composing just their income, and passion and instruments their idols?

Oh dear! So many questions arise out of this simple music element of timbre. We need to ponder and make decisions about the use of instruments. I am not giving any answers but leave it up to you to find out more and decide where you stand. Or maybe it is easier just to leave things as they are and not rock the boat, especially in our churches.

## Conclusion

I end on a positive note by saying that I have been privileged to hear the timbre of some most beautiful voices in church which, even though untrained, were still

natural, devoid of ego, showed clear diction, were soft and unforced, melodious, in tune, harmonious, worshipful and reflecting the beautiful melodious voice of Jesus and His love. The characters of the singers are revealed in the timbre of their voices. One can hear the humility and selflessness in the gentle purity of their tone colour. Oh how I long to hear the sounds of the angels singing in heaven. That WILL be something! And yes, we will be given golden harps to play – so I'm sure there will be a place for some instruments.

For further information on instruments please see the article *Should my child learn an instrument?* available from the link below.

Click here for more information and music articles by Wendy Hill



## Fearfully and wonderfully made

The physical body we each possess is the most complex of all God's creations.

Our brain exceeds the capabilities of the most complex supercomputer on earth. Our sensory system is comprised of nerve cells that provide impulses from the periphery of the body to the central nervous system, a feat beyond the capabilities of the most advanced machines in the best funded laboratories on earth.

Our reproductive system is capable of producing a brand new life. Our bone structure is an unbelievable engineering accomplishment. Our lungs take in copious amounts of air, extract the oxygen, and place that oxygen into the blood. This oxygen is referred to as the 'breath of life' in Genesis 2:7.

Our heart then pumps this oxygen-rich blood to every cell within the body, and when that oxygen-rich blood stops flowing, the body dies.

The imperative of keeping this oxygen-rich life-giving blood flowing throughout the body is made abundantly clear when we read:

The life of the flesh is in the blood.  
*Leviticus 17:11*

And what did our Creator use for building materials to create this incredibly complex physical body we each possess?

And the Lord God formed man of the dust of the ground, and breathed into his nostrils the breath of life; and man became a living soul.

*Genesis 2:7*

Where did this 'dust of the ground' originate? The Bible provides the clear answer to that question in Genesis 1:1 where we read:

In the beginning God created the heaven and the **earth**.

It is interesting to note that evolution agrees that man came from this same 'dust of the ground' just as the Bible teaches.

The difference being the evolutionists claim this rock dust originated as the result of the colliding of some dead mineral matter, at an event they claim took place in the far distant past called the 'big bang'.

But evolutionists are unable to explain the origin of that rock, nor can they explain how that lifeless, dead, rock dust became a human physical body containing life. Rock dust cannot come into existence or develop into a 'living body' apart from **God**.

### Man Is More Than Just A Body

But man is more than just a body. How anyone could believe that life itself, and the magnificent complex physical body we each possess, along with a soul and spirit, could all originate from some dead rocks

colliding with a 'big bang' millions of years ago is beyond my comprehension.

Thus it is imperative that we not only take proper care of this physical body if we want to live a long and healthy life here on earth, but that we also make preparation before we die for that spiritual life which will continue beyond the grave.

## God is the only one who can restore us

That God would take His most complex earthly creation – our physical bodies – and turn them over to the likes of sinful man to be caretakers of, and be responsible for the maintaining of, is amazing.

Consider these sobering words found in 1 Corinthians 3:16-17:

Know ye not that ye are the temple of God, and that the Spirit of God dwelleth in you? If any man defile [harm] the temple of God [physical body], him shall God destroy; for the temple of God is holy, which temple ye are.

The results of going the world's way with our physical problems have not improved in over 2,000 years since these words in Mark 5:25–26 were spoken:

And a certain woman, which had an issue of blood twelve years, and had suffered many things of many physicians, and had spent all that she had, and was nothing bettered, but rather grew worse.

**CREATION SCIENCE COMPETITION 2015**

The Creation Science Education Association of Australia is running their annual national creation science competition, with entries closing on 29 August 2015.

Entries are open to students in all grade levels in a variety of categories.

For more information visit the website [www.creationscience.org.au](http://www.creationscience.org.au)

Yet in spite of the obvious inability of the world to restore our health, we continue to look to the world rather than to God. Man cannot prevent sickness nor restore health to anyone, because God is the only one who can restore us as He is the one who made us fearfully and wonderfully and has given us the responsibility to care for ourselves:

I beseech YOU therefore brethren, by the mercies of God, that ye present your bodies a living sacrifice, holy, acceptable unto God, which is your reasonable service. And be not conformed to this world: but be ye transformed by the renewing of your mind, that ye may prove what is that good, and acceptable, and perfect, will of God.

*Romans 12:1-2*

### Maintaining health is our responsibility

Attaining and maintaining a healthy body requires more than healthy food to nourish it, along with sunshine and exercise. We must also avoid polluting our body with toxic substances.

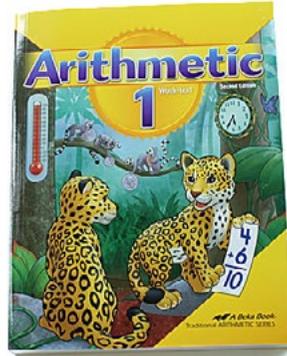
Don't you think it is high time you considered taking control of both your physical and spiritual health so that you can experience the ultimate health God designed and desires for you both in this life and in the life that is to come?

Be not deceived; God is not mocked: for whatsoever a man soweth, that shall he also reap.

*Galatians 6:7*



### A Beka Book

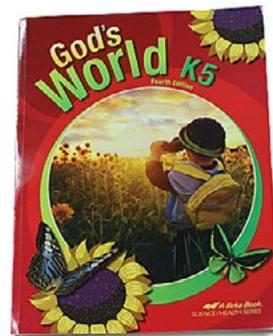


### Grade 1 Arithmetic (2nd Edition)

This new edition is full of colourful illustrations and is divided into four themes; zoo, farm, ocean and spring. The text covers addition, subtraction, telling time, money values, simple story problems, measurements and an introduction to simple multiplication and fractions. Large format, soft cover, 347 pages.

Student Text	<b>\$29.30</b>
Teacher Edition	<b>\$44.05</b>
Student Test and Speed Drills	<b>\$11.85</b>
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### Grade K5 Science (4th Ed) God's World

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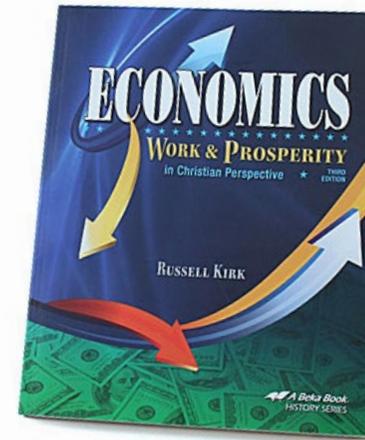
Student Text	<b>\$20.95</b>
Teacher Edition	<b>\$31.50</b>

### Grade 1 Science (4th Ed) Discovering God's World

This write-in text covers plants, animals, insects, energy, health, seasons and the five senses. Excellent presentation in full-colour. Large format, soft cover, 130 pages.

Student Text	<b>\$23.05</b>
Teacher Edition	<b>\$34.55</b>

Abeka Science  
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### Grade 12 Economics (3rd Edition) Work and Prosperity

Demonstrates the basis for a market economy producing prosperity contrasted with the dismal failures of Socialist economic policy. Revised with new artwork and layout, illustrated in full-colour. The student text is soft cover, 249 pages.

The Teacher's Guide has been replaced by a Teacher Edition (which contains a copy of the student text).

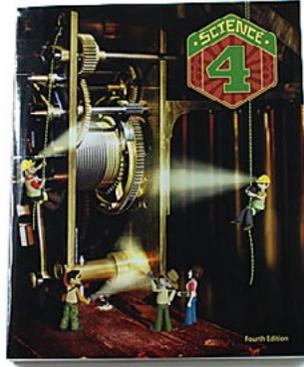
Student Text	<b>\$43.45</b>
Teacher Edition	<b>\$65.25</b>
Student Test and Quiz Book	<b>\$9.85</b>
Teacher Key to Test and Quiz Book	<b>\$17.40</b>

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## Bob Jones University Press

### Grade 4 Science (4th Edition)

This colourful new edition covers the characteristics of living things, insects and spiders, plants, forces and machines, electricity and magnetism, and the digestive and skeletal systems. The student text also contains instructions for experiments, activities, and projects, a summary page of vocabulary and key concepts at the end of each chapter. Several units include worldview-shaping lesson from Answers in Genesis. Soft cover, 292 pages.

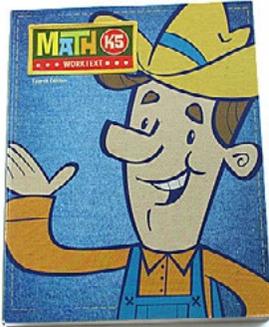


Student Text	<b>\$60.70</b>
Teacher Edition (with CD)	<b>\$87.05</b>
Student Activity Manual	<b>\$41.00</b>
Tests (available Oct 2015)	<b>\$20.95</b>
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### Grade K5 Mathematics (4th Edition)

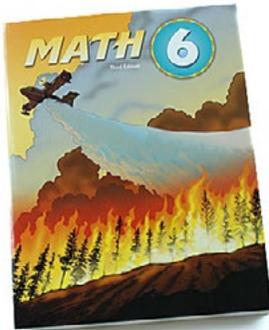
The revised edition of this write-in text has activities centred on a farm theme. Soft cover, 322 pages.



Student Text	<b>\$36.80</b>
Teacher Edition with CD	<b>\$105.05</b>
Student Manipulative Packet	<b>\$25.50</b>
Teacher Visuals	<b>\$100.05</b>

### Grade 6 Mathematics (3rd Edition)

17 sections cover various mathematical concepts, tied together with inspirational stories on the theme, 'Courage in Crisis'. Designed to show students that maths is a powerful tool for exercising dominion over the earth in a way that helps others and glorifies God. Full colour, soft cover, 520 pages.



Student Text	<b>\$40.60</b>
Teacher Edition with CD	<b>\$105.05</b>
Student Manipulatives Packet (Grades 4-6)	<b>\$25.50</b>
Student Tests	<b>\$20.95</b>
Teacher Key to Tests	<b>\$14.65</b>

Bob Jones Mathematics  
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## Christian Liberty Press

### Journey through the Bible

This series is designed for years 8 and 9 as an aid to reading through the whole Bible with understanding, rather than simply teaching 'Bible stories' as is often the case.

Book 1 covers the pentateuch and historical books and book 2 deals with wisdom/poetry and the prophetic books. Each book has 4 units of work in a total of 160 lessons.

Large format softcover books of approximately 140 pages.

Book 1 Student Text	<b>\$22.20</b>
Book 1 Student Exercises	<b>\$17.70</b>
Book 1 Answer Key to Exercises	<b>\$6.40</b>
Book 1 Tests	<b>\$7.90</b>
Book 2 Student Text	<b>\$22.20</b>
Book 2 Student Exercises	<b>\$17.70</b>
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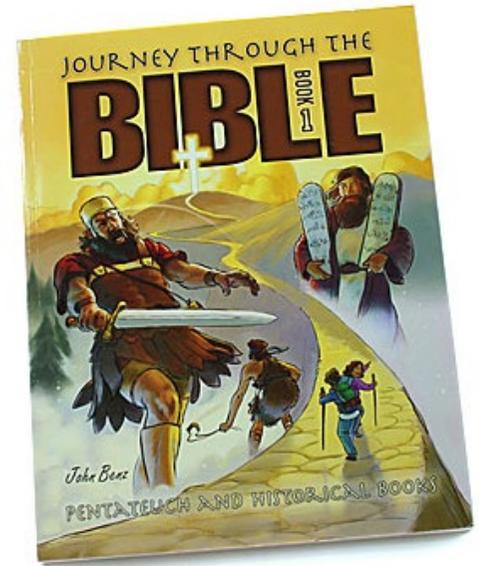
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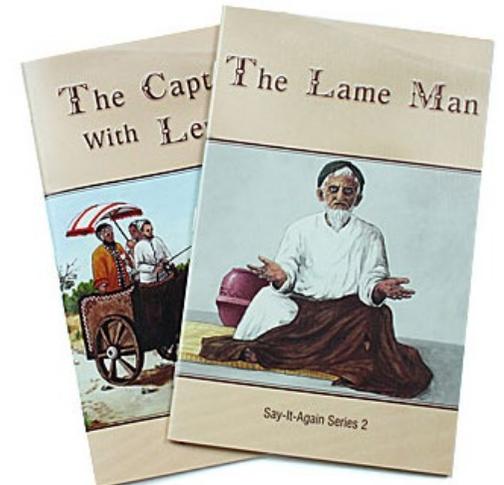
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## Using more grammar to help spelling

In this edition I want to continue with the subject of how grammar can help spelling.

In the last *Light of Life* I wrote about creating adjectives from nouns by adding the sound ‘uhs’, represented by the suffix **ous**.

Adjectives may end with different sounds than ‘uhs’ and in this edition we will look at words which end with schwa + **I** (‘uhl’).

### Creating adjectives from nouns

Here are some examples which can be formed by adding the sound ‘uhl’ to a noun:

Base word (noun)	Derivative(adjective)
bride	bridal
verb	verbal
adjective	adjectival
origin	original
logic	logical
biology	biological

What do you notice about all the above derivatives? Yes, the added suffix is **al**, and this suffix will always be spelled as **al** if the suffix creates an adjective.

**le** at the end of words such as **little** and **supple** also sounds like ‘uhl’, and indeed the words are adjectives, but **le** is part of the base word, not an added suffix. That is why they do not end in **al**.

There are more adjectives which have the sound ‘uhl’ at the end of a base word formed with differing vowels than **a**. e.g.

level evil civil fossil metal

These and some other words with similarly mixed endings may be used as adjectives or nouns. But, again, these words are complete base words, with no suffix added, so the words must be learned.

But it still remains that if a suffix sounding as ‘uhl’ is added as a suffix to form an adjective, **al** is the only pattern which can be used.

### Creating nouns from verbs

A noun may also be created from a base word verb by adding the suffix **al**. Here are some examples:

Base word (verb)	Derivative(noun)
arrive	arrival
deny	denial
propose	proposal

Like the base word adjectives discussed earlier (**little** and **supple**), base word nouns ending in the sound ‘uhl’ have no known rules to determine the pattern. The student needs to remember the correct schwa endings for nouns such as:

scandal funnel nostril  
carol pedal sample

Some of these complete nouns ending with ‘uhl’ may be adjectives or nouns, depending on sentence usage:

Noun: We need to get another load of **gravel**.

Adjective: They found the **gravel** road rather bumpy.

**Moral, flannel, evil, and hazel** are other examples of base words which may be used either as a noun or adjective. These base words with varying endings also need to be learned. But again, what we can say for sure (which helps with spelling) is this:

If we want to create an adjective from a noun, or a noun from a verb, the suffix sounding as ‘uhl’ will always be represented as **al**.

I hope you have learned something which will help your children if they are having trouble spelling the ‘schwa’ endings. If your children are having trouble with the base words, it would be a good idea to make a chart with the different endings, adding new ones as they come across them. e.g.

al	el	il	ol
san-dal	flan-nel	per-il	pis-tol

Please let me know if any of this may be meaningful or helpful to you.

Blessings,

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

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**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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Vol 36 No 3

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