



# DIRECTOR'S COMMENT

PETER FROGLEY

The challenge of Christian education has not diminished with the years. There still seems to be only a minority who understand Christian education through eyes the Lordship of Christ.

A friend has come up with some new terminology: some Christians are *principled pluralists* and others are *magisterial*. Unfortunately many evangelical Christians are principled pluralists—seeing Christ as Lord of the spiritual whilst the rest of life is secular. The magisterial Christian, on the other hand, sees Christ is now Lord of all of life. That should be the position of the Christian educator!

## PROJECTS

Despite John's frantic activity at the layout and design desk the production of books and resources is amazingly time consuming (as anyone who has been involved in curriculum production will tell you). Nevertheless, we are making progress:

- Evelyn continues work on a Teachers resource kit for LEM Phonics. The kit will have articles, ideas, photocopiable masters for extra worksheets, etc. We

hope it will be available for purchase late in 2007.

- Our two handwriting booklets *First Cursive Copy Book* and *Cursive Capitals* have been in desperate need of help—a complete rewrite is now underway and should be available in the second half of the year.
- *The Elements of Music* Volume 3 is well underway with Wendy Hill editing the Teacher's Manual. Those who have been waiting patiently should have the new volume before the end of the year.

## THIS ISSUE

In this issue *Exploring Christian Education* continues the examination of a biblical foundation for Christian education. Wendy Hill has contributed a major article on teaching music to younger children, while in the health section we present our new product that has many benefits: coconut oil. There is also quite a large range of new and revised products to keep you updated.

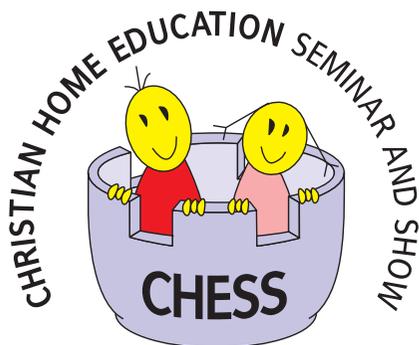
We continue to pray that the Lord will give wisdom and understanding as you serve Him this year.

# NEWS UPDATE



## CHESS

This year the secular *2007 National Home Education Conferences* are planned for various locations around Australia. Unfortunately LEM will not be attending — we simply do not have the finance, staff or time to commit to the program they have organised.



To avoid conflicting with these conferences, we are planning just four CHESS seminars in 2007:

Hobart	Saturday 9 June
Perth	Saturday 15 September
Sydney	Saturday 13 October
Melbourne	Saturday 27 October

Kingsley Educational will join LEM for the Perth, Sydney and Melbourne seminars, however Hobart will be LEM only with entry by donation.

If you would like a CHESS seminar in your area this year and you are not near one of the above cities, please contact us and we will consider adding a CHESS in your area.

We plan to return to a full round of CHESS in 2008 and strongly invite your input on how we can best present CHESS for the greater benefit of home educators.

### URGENT REQUEST

*If you are in Melbourne and would be willing to act as contact person organising the venue, morning teas, etc. please contact LEM on (02) 6259 3944 or Kingsley Educational on (03) 9544 8792.*

## Overseas

### PAPUA NEW GUINEA

Since our last edition Mesia Novau's wife Iga has been brought to Australia for an MRI scan, which has revealed she has a tumour on the top three vertebrae and surgery would be a very risky option. Mesia and the family are believing God for a miracle and are adopting a healthy eating regime. They would appreciate your prayers as they are in the front line of

God's plan for education in their nation.

I have just returned from PNG where I spent a week in Lae conducting an Introductory Course in LEM Phonics. Twenty PNG teachers have now passed the Introductory Course and several are preparing to begin the Intermediate Course. There is very strong interest in LEM Phonics in the nation with many new schools being established which are effectively LEM

Phonics schools. The reaction to the educational reform in PNG has lost no enthusiasm and is perhaps getting stronger. As people understand what OBE is about, their opposition galvanises.

There are now over 60 schools based in Lae, extending to the Highlands and to West New Britain, that are teaching LEM Phonics. I expected the second week to be in Port Moresby but instead I was privileged to visit Tauruba village (about 80 km down the coast) for three days. I visited two LEM Phonics schools which have been established to teach English. Both schools are doing well with positive support from parents. For most of us the schools would prove something of a shock. The school in Hula village consisted of six posts with coconut palm fronds for a roof, a dirt floor and few, if any, books.



LEM Phonics Introductory Course participants in Lae, PNG

I taught for three days on aspects of Christian education with very positive results. One pastor, who had been a school teacher, was profoundly moved. He said if he had known earlier what he had learned at the conference he would not have resigned from teaching. It was a different experience living without power and running water but it was a great lesson for me and one I thoroughly enjoyed.

It was moving to see in every place I visited the enthusiasm for LEM Phonics, even despite inadequate resources and training. The stage is now set for significant expansion of the work of Christian education in PNG through the national community. It is a wonderful privilege to be part of this fledgling move of God in this nation which, paradoxically, is one of the most evangelised on earth.

## PERU

Since the last issue Bob and Frances have sold their apartment in Lima and purchased a new apartment in the northern city of Chiclayo. By the time you read this they will have moved and be settling into their new surroundings.

Jim Nickel and I expect to arrive in Chiclayo for the first of three Christian education conferences on 28 July.

Victor and Sandra Alvites are planning the Lima LEM Christian Education Conference to be held at the Thomas Guttenberg School, the largest Christian school in Lima.

The third conference is to be held in the Andean town of Huancayo. Bob has advised (or warned) of a six hour bus ride over some exciting mountain highways, with amazing views.

# OVERSEAS ENGLISH TEACHERS

**One of the great needs in China, India, PNG and other non-English speaking nations is for native English speakers who can instruct in the LEM Phonics programme. We would be pleased to hear from anyone who feels a call to teach and be trained in LEM Phonics to be able to serve the Lord in one of these nations.**

## [www.lem.com.au](http://www.lem.com.au)

Talk to any technologically-minded geek in Europe or the USA and chances are they'll have a go at you about how slow the internet in Australia is. It seems we're quite behind in the telecommunications industry by world standards—as an example we have only just deployed '3G' mobile technology whilst in Europe they are about to release '4G'.

Part of the proposed remedy to this situation is called ADSL2. Some providers call it ADSL2+, ADSL Direct, or just 'super fast ADSL'. Instead of the previous maximum speed of 1.5 Mbps (megabits per second) that original ADSL provides, ADSL2 can theoretically give speeds of up to 24 Mbps! A quick look at the fine print, however, will tell you that these speeds are seldom reached because you basically need to live next door to a telephone exchange to achieve them. By the time you get 3 km or so from the exchange the speed has dropped back to around 8 Mbps because of the line signal degrading.

Most internet providers are now providing ADSL2 for similar prices as ADSL1, so if you are in a serviced area you may be able to get a significantly faster connection for the same price.

Don't feel bad if you are still on good ol' dialup, though—we always endeavour to make [www.lem.com.au](http://www.lem.com.au) as efficient to download as possible.

Please send your website feedback to [john@lem.com.au](mailto:john@lem.com.au).



# EXPLORING CHRISTIAN EDUCATION

PETER FROGLEY

## 64 The Biblical Foundation for Christian Education

The world in which we live has long since lost respect for the Bible—it has become almost a relic of history.

The shame for this rests with the church, as it too has lost respect for God's Word. Thankfully within the church there are those who hold steadfastly to Biblical integrity. In the midst of those faithful Christians are those committed to a Christian education.

The Christian philosophy of education is based on the authority, authenticity, and reliability of the Bible as the complete and final revelation of God concerning all matters of faith, truth, and practice. The Bible is foundational to building a truly Christian education, because the Bible provides the authority for Christian education. Among the scriptures that speak to the matter of education are the following:

Sanctify them by the truth; your word is truth.

*John 17:17*

But when he, the Spirit of truth, comes, he will guide you into all truth.

*John 16:13*

All scripture is God-breathed and is used for teaching, rebuking, correcting and training in righteousness, so that the man of God may be thoroughly equipped for every good work.

*2 Timothy 3:16–17*

I am the way, and the truth, and the life; no one comes to the Father but through Me.

*John 14:6*

Jesus taught, without any sense of self consciousness, that He is truth personified. Colossians 2:3 reveals the nature of the person of Jesus Christ, 'in whom are hidden all the treasures of wisdom and knowledge'.

Jesus is the source of all wisdom and knowledge, *there is no other*. Paul taught this in Colossians 2:8–10:

See to it that no-one takes you captive through hollow and deceptive philosophy, which depends on human tradition and the basic principles of this world rather than on Christ. For in Christ all the fullness of the Deity lives in bodily form, and you have been given fullness in Christ, who is the head over every power and authority.

The centrality of the authority of Jesus Christ, the Son of God is presented in the following scriptures:

And He put all things under His feet, and gave Him to be head over all things to the church, which is His body, the fulness of Him who fills all in all.

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# maturity is a central goal of Christian education

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*Ephesians 1:22–23*

Jesus...who bore witness to the word of God, and to the testimony of Jesus Christ, to all things that He saw....and from Jesus Christ, the faithful witness, the first born from the dead, and the ruler over the kings of the earth. To Him who loved us and washed us from our sins in His own blood, and has made us kings and priests to His God and Father, to Him be glory and dominion forever and ever. Amen.

*Revelation 1:2, 5–6*

...He is the image of the invisible God... for by Him all things were created that are in heaven and that are on earth... all things were created through Him and for Him. And He is before all things and in Him all things consist... that in all things He may have the pre-eminence. For it pleased the Father that in Him all the fulness should dwell.

*from Colossians 1:12–20*

This is the biblical picture of the King of Creation for whom we are instructed to take dominion over the earth. Education is the training of our young to be able to fulfil that biblical mandate and thus must be built upon the revelation of God to man in the Bible.

## BIBLICAL GOALS AND OBJECTIVES

The chief end of man, according to the Westminster Catechism, is ‘to glorify God and enjoy Him forever’ (1 Corinthians 10:31, Revelation 4:11 and Romans 3:23).

The Great Commission of Matthew 28:19–20 is the final command of Jesus Christ which instructs us to disciple all nations to obedience to the trinitarian God. This provides the focus for Christian education in that the Christian school prepares students to be more effective servants in the kingdom of God.

Paul instructs us in Colossians 1:28–29 concerning our role on behalf of the students we teach, to present each student ‘complete in Christ’:

...and we proclaim Him, admonishing every man and teaching every man with all wisdom that we may present every man complete in Christ. And for this purpose also I labour, striving according to his power which mightily works within me.

Completeness or maturity is a central goal of Christian education. In Ephesians 4:12–15 Paul presents a picture of the mature believer:

...for the equipping of the saints for the work of ministry, for the edifying of the body of Christ, til we all come to the unity of the faith and of the knowledge of the Son of God, to a perfect man, to the measure of the stature of the fulness of Christ; that we should no longer be children, tossed to and fro and carried about with every wind of doctrine, by the trickery of men, in the cunning craftiness of deceitful plotting, but, speaking the truth in love, may grow up in all things into Him who is the head—Christ.

The reproduction of Christianity in others is achieved through the 'ministry gifts' of Christ found in Ephesians 4:11. Some would say these gifts should only be found in the church meeting, but I suggest they are found in the gathering of believers which would include, amongst other areas, the home and the school.

### SOVEREIGNTY OF GOD

The Christian philosophy of education is based on the sovereignty of God in all the affairs of men and throughout all history. God superintends man's affairs and that history is truly 'His Story'. Daniel 2:20–23 and Acts 17:22–29 declare God's sovereignty over all men at all times. Psalm 2 presents God's triumph and Lordship in the affairs of men.

### CREATED IN GOD'S IMAGE

The Christian philosophy of education is based on the creation of man in the image of God (as recorded in Genesis 1:26), in contrast to the evolutionary theory of recurring random accidents. Our philosophy of education is governed by our beliefs concerning the origin of man. The creation view of the Bible brings man dignity, worth and value. In contrast, the evolutionary view must inevitably teach that man is a creature of chance. In that case he can have no ultimate purpose and there can be no meaning to life.

### RIGHTEOUS PRINCIPLES

The Christian philosophy of education is based on the righteous principles taught in the Bible. The world's educational system

can have no absolute values, because the world does not believe in them. It is thus entombed in moral and spiritual darkness. There is no voice of authority in the world's system to attest to what is right or wrong. The Christian view stands on the authority of scripture and is in refreshing contrast to the ever-changing opinions of men.

Everyone who sins breaks the law; in fact, sin is lawlessness.

*1 John 3:4*

The Bible teaches that man possesses a sin nature which produces all sinful actions and thoughts.

...but each one is tempted when, by his own evil desire, he is dragged away and enticed.

*James 1:13–15*

There is no-one righteous, not even one.

*Romans 3:10–12, Jeremiah 17:9*

The world believes the environment is the cause of sin, but the Bible teaches that it is man who sinned not the environment.

...it is what comes out of a man that makes him 'unclean'.

*Mark 7:15*

### PERSONAL FAITH

The Christian philosophy of education is dependent upon the personal commitment of each person involved in education to Jesus Christ, as the sovereign Lord of all. The Christian teacher realises that without Christ, he is impotent. Unless the Holy Spirit directs his life and thinking he truly

labours in vain. His commitment to Christ's Lordship is indispensable to his ability to embrace Christian thinking in the educational process.

## THE FAMILY AND THE CHURCH

The Christian philosophy of education is based on a biblically defined relationship between the family, the church, and the school. The Bible teaches that the basic responsibility for education rests with the family (particularly the father). In addition, the church has a specific role in educating families and thus its educational influence in the lives of children is consistent with the teaching of the Bible.

## ULTIMACY OF GOD

Having presented a Biblical basis for a Christian philosophy of education we can now endeavour to begin at the beginning, with no preconceived ideas—as Paul puts it in 2 Corinthians 11:3:

...that our minds not be corrupted from the simplicity that is in Christ.

*KJV*

...so your minds may not be corrupted and seduced from wholehearted and sincere and pure devotion to Christ.

*Amplified Bible*

Simplicity does not mean simple mindedness, but that Christ alone is all that we need to develop an educational program to glorify God. Man always wants to add something to Christ—it is the great religious curse that defies the

grace of God. Men find 'works righteousness' appealing because we believe we can do something to earn favour.

Our starting point is God—that is, we begin 'in the beginning'—with God as the ultimate creator of all things recognising that everything He created was good; it was truth.

God saw everything that he had made and, behold, it was very good.

*Genesis 1:31*

All reality—whether, physical, living organisms or spiritual and 'moral' concepts—is part of created truth and is appropriate material for inclusion in the curriculum. Knowledge of the world God created and wisdom in the comprehension and application of that knowledge comprise the true goals of education. The Scriptures testify of a God who not only *knows* the truth but *is* the truth.

The challenge for Christian educators is to build homes and schools with curriculum that will make the way for children to be trained in the ways of God, so that they are able to serve Him effectively in building His kingdom on earth.

All things were made by him, and without him was not anything made that was made.

*John 1:3*

By him all things were created that are in heaven and that are in earth.

*Colossians 1:16*

# Music

## for the very young

BY WENDY HILL

There has been much interest in *The Elements of Music* course and I have often been asked if I've written anything to precede it.

*The Elements of Music* volumes are for eight years and over because of the reading, writing and cognitive skills needed. After much thought about music for the very young, I concluded that no new books or recordings are necessary. This article explains why and then offers fifteen tips for musical training of the very young.

### A BIG PICTURE OF MUSIC EDUCATION

There is enormous pressure today for very young children to learn an instrument. From the 1980s, music education became a low priority in the curriculum. I remember my primary years in the 1960s, beginning the school day with music. In the school assembly we sang the National Anthem and marched around to rousing music before starting classes. A myriad of reasons and benefits are given to justify learning music—the emotional, physical, social, cultural, cognitive, aesthetic, and creative benefits.

In the last 50–60 years there has been a proliferation of new music methods—Suzuki, Yamaha and general music groups

for pre-schoolers and even babies. Countless instrumental music methods with their colourful music books teach the very young. Publishers and music retailers profit from this huge market. Seeing a young child play fast, loud and beautifully is very impressive. Many parents see this and want these skills for their own children. Schools are beginning to see the benefit of starting music early and realising the cost of its neglect of music.

Music is now being blown out of all proportion in relation to its position in the whole scheme of God's creation. Let's attempt to bring balance based on a Biblical perspective.

God gave Moses the Ten Commandments, the second of which tells us not to worship idols. Today musicians (and even music itself) have become idols, like sports or film stars. This applies not only to contemporary, popular music but also classic styles. So-called great classical composers, most of whom have led ungodly lives, are worshipped. History usually records their musical output and the sordid details of their lives rather than the spiritual beliefs which form the foundation of their lifestyles. In comparison, Godly Christian hymnwriters get far less recognition because their music is not as technically brilliant or designed for performance.

## WORSHIP MUSIC

Many churches today place too much emphasis on music. Worship is easily worshipped. Music is used to attract youth. This unfortunately replaces the work of the Holy Spirit so that many young people attend to hear the music and enjoy the mood and atmosphere more than learn from God's Word. Contemporary rock music floods many churches. The development of Christian character is affected as music gains a stronghold, which flows down to the very young even babies and toddlers. Many songs for little children have the essential features of rock music.

## MUSICAL INSTRUMENTS

I mentioned earlier how there is much pressure today to learn a musical instrument. We associate learning music with learning an instrument. In the Renaissance Period (1450–1600), when instrumental music began to become prominent, there was a parallel surge in humanism, which has continued to present day. Much of the music written since the Renaissance has been instrumental music—for man's entertainment and glory. Consequently it is assumed an instrument must be studied before we can understand music.

God's words to the Romans still apply today:

They exchanged the Truth of God for a lie and worshipped and served created things rather than the Creator.

*Romans 1:25*

The humanistic path glorifies three things: **music**; **man** and his achievements; and **money**, which keeps the wheels of the music industry turning.

Having given a big picture of music history and education, I trust you will understand my reasons for not writing more materials for the very young at this stage.

Instrumental music is vastly over-rated today. God has given us all an instrument—the voice. We should encourage our Children to sing, especially praises to God.

For me to create more music materials would be to join others on the bandwagon of appealing to another market.

## **Fifteen tips for musical training of the very young**

1. Recognise any pressure to start your child on an instrument. Question yourself : 'Why do I really want my child to learn an instrument—is it prompted by God?'
2. Make music a part of everyday life. Music is essential, not an elective subject. Singing praises to God helps lift the spirit and builds faith. Learning an instrument is a privilege and luxury but not an essential.
3. Encourage your children to sing. Make up little songs or sing songs of praise as you work and play together.
4. Memorise as many hymns as possible. These important life-giving words and

melodies will be firmly planted in your children's memories and hearts and will remain the rest of their days.

5. Put scripture to simple songs. This is a great way of memorising verses as the rhythms and melodies add an extra aid for memorising. The melodies can be very simple. This is between you, your children and God. No-one else need hear them.
6. Listen to good quality music. By this I mean music with well-balanced music elements—melody, harmony and rhythm. Apply three basic concepts:
  - a. Rhythm represents the body. The beat and rhythms are based on time which binds and dictates our lives.
  - b. Harmony represents the soul. Chords in music directly affect emotions and can excite or calm the listener. The mood and atmosphere of a household can be changed with music.
  - c. Melody represents the spirit. Melody is the part of music which can be sung. Melody is directly linked with language, our God-given ability to speak.

Well-balanced music emphasises melody and words. Rhythm and harmony are secondary. In other words, the spirit is dominant. Where the beat is too loud or there is too much rhythm, excessive physical movement results. This is increasingly evident in music and in TV shows for earlier ages, including toddlers. In

other words, when beat and rhythm are too strong, the body is dominant. Be aware of not enough melody or rhythm and too much harmony. The chords drift into one another. New Age music and relaxation and meditation music have this dreamy, 'at one with the universe' quality. In other words, the soul is dominant.

God designed us with spirit, soul and body in perfect balance and music should reflect this. The music elements affect our whole being. Melody and words should be strongest, with rhythm and beat in the background.

7. Realise that you as parents are the main influence and God's chosen teachers for your child and you have power and authority to develop his/her character. Music can be a powerful tool as a child's whole being is affected by music both negatively and positively depending on the balance of the elements. The styles of music you allow your children to hear influence their character. YOU decide what music is allowed in your home, not the child.

Martin Luther, John Calvin, the ancient Greek philosophers, Napoleon and many others recognised the influence of music on youth and society. Many books have been written on this topic of music influencing character. A lot of teenage rebellion can be prevented by developing good listening habits in the early years.

Use the quickening of Holy Spirit in your heart and conscience to help your

discernment. So many parents know intuitively there is something ‘not right’ about the music blaring from their child’s bedroom but cannot give reasons why it should be stopped. Explain to your children the links between spirit/melody, soul/harmony and body/rhythm.

8. Be aware of how God has designed the ears to be supersensitive for higher purposes—not just for learning words, language and music notes, but also receiving subtleties of voice tones and musical expression. I shudder to think of the effects of new little ears being assaulted with poor quality background music. Some examples are the sounds from TV in maternity wards of hospitals on newborns; TV shows and commercial radio as young mums feed their babies; the mechanical, relentless, addictive beat in computer games played by older siblings; the scary, sinister, sudden, aggressive loud music as parents watch movies; and the lifeless, artificial music-box sounds from modern babies toys. Background music is composed to create a specific atmosphere and depict the characters in the shows and games. Would we allow those characters associated with these types of sounds enter our home and influence our children?

Life gives life. Electronically generated, synthesised sounds are dead sounds. They lack the spirit and human energy of a live musician.

Genesis 2:7 tells how God ‘breathed into his [Adam’s] nostrils the breath of life and man became a living being.’ Man-made things are merely copies of what God has already made—a computer copies the brain, a microphone copies the ear, a camera copies the eye, a robot copies the human body. Likewise electronically generated music copies a musician. These man-made machines lack the breath of life from God. Only humans have this gift.

Babies or toddlers may seem asleep, unresponsive and unaware of ambient sounds around. But all sounds are absorbed and are often reproduced later in the choice of music played and listened to. Unfortunately in public places such as shopping centres and waiting rooms, some sounds are hard to avoid. But in the home, parents have control to set high listening standards. Parents have the authority to decide what goes into their child’s ears—junk or healthy.

9. Avoid dumbed-down music. Don’t underestimate the listening abilities of a young child. They don’t know whether music is simple or complicated. Little children can learn several languages in a few years. They can easily absorb complicated music. A Bach Brandenburg concerto is just as interesting as *Twinkle Twinkle Little Star*. The very young are better off listening to original versions of the classics rather than simplified and

shortened versions. Our two children had complicated Renaissance, Baroque and Classical music played nightly as babies and toddlers. Those early years of listening set high standards for listening which last a lifetime.

Much popular, contemporary rock music today is based on only three basic chords and is highly repetitive and can be boring, uninteresting and addictive. The brain switches off after three repetitions. God has given us brains capable of comprehending much more stimulating and sophisticated music.

10. Discern between good and poor quality vocal music. Professionally trained singers have learned how to pitch notes accurately, how to use clear diction and breathe properly. Typical popular, sensual singers will often slide up or down to notes, use excessive vibrato ('wobbling' on a note), slur words into each other, not pronounce consonants clearly, and breathe close to the microphone giving an atmosphere of inappropriate intimacy. God wants us to use our voices skilfully just as he expects musicians to play instruments skilfully. Your children will imitate what they hear.

11. Train your child to appreciate the blessings of silence. Psalm 46:10 tells us to 'Be still and know that I am God.' So many young people are addicted to sounds in their iPods and

car radios and are afraid of silence. Many cannot study without music in the background. Even the elderly leave their radio or television on for background noise to avoid silence. When our ears are always bombarded with soundwaves it can be extremely difficult to hear the small, calm voice of God speaking to our hearts.

12. Attend a church which plays music with well-balanced elements. Many churches have separate services for youth and families. The most noticeable difference between the services is the music. Music has power to divide as well as unite. Keep your family together by attending church as a family. Please note also that all of the music benefits and justifications listed at the start of this article can be gained through studying God's Word, Christian fellowship, worship and growing in Christ. Young children can have very positive learning in all areas—emotional, physical, social, cultural, cognitive, aesthetic, spiritual and creative expression.

13. Listen to a wide variety of selected music—fast, slow, loud, soft. There are countless recordings of good quality music available today. The Institute in Basic Life Principles (IBLP) has an excellent range—classics and Christian with well-balanced music elements.

Some pieces for starters may include the following.

### *Baroque*

Bach: Brandenburg concertos, the Italian concerto, cantatas, children's pieces for Anna Magdalena

Handel: *The Messiah*, *Fireworks* and *Water Music*

Vivaldi: *The Four Seasons*

### *Classical*

Haydn: symphonies (*The Clock*, *The Surprise*) string quartets, piano sonatas

Mozart: piano concertos, clarinet concerto, piano sonatas

### *Romantic*

Beethoven: fifth, sixth and ninth symphonies

Chopin: piano nocturnes and preludes

Any hymnwriters: vocal and orchestral arrangements of hymns.

Be aware of the effects of the mood of certain pieces on your child. I played Beethoven's *Appassionata Sonata* only once to my young daughter because she was so frightened of the passion and drama in it. She could not handle it until her teens.

14. Be very cautious of rushing out and buying cheap little electronic or battery-run keyboards to see if your children are interested in music. Initially they will be interested and fascinated because it is just another toy. Cheap keyboards may have their place but do not produce the sounds of an acoustic piano made from natural God-made materials. Electronic instruments sound very different to the

acoustic equivalent. They require a different touch and playing techniques. Do not be fooled by salespeople who say a digital keyboard is just the same as a piano but cheaper. If children learn on an acoustic piano, they can quickly learn the keyboard later if necessary. But if they start on a keyboard they will learn poor playing habits and will not play a piano as sensitively. Parents of my piano students appreciate the difference between a piano and keyboard and are glad they chose piano first. If you decide to start your children on an instrument, start saving from birth, have a music fund, and aim to get the best quality instrument you can afford. Research the instrument thoroughly, and talk to teachers and musicians and not just shop salespeople.

I suggest you read my article *Should My Child Learn a Musical Instrument?* for more information.

15. Some questions which could be asked when selecting music include the following.
- a. What is the purpose of this music?
  - b. What feelings does it stir in your children—calm/fear, joy/sadness, motivation/boredom, peace/aggression, positivity/negativity, inspiration/depression?
  - c. Are the words clear?
  - d. What do the words mean?
  - e. Which music element dominates—melody, harmony or rhythm?

- g. Am I happy allowing my child to be influenced by this music style and/or musician?

In conclusion, I trust I have presented a bigger picture of music for the very young based on a Biblical perspective rather than worldly, humanistic philosophies and fads. Colossians 2:8 warns, ‘See to it that no-one takes you captive through hollow and deceptive philosophy which depends on human tradition and the basic principles of this world rather than on Christ.’ Styles of music can reflect humanistic philosophies or Christian beliefs. Parents have a God-given authority to make wise decisions for their children.

I hope the fifteen tips of advice are helpful in making wise decisions about music choices for your little ones. I see no reason at this stage to make yet another recording of music for the very young when there is so much suitable music available. It is up to the parent to be selective and discerning. Whatever you feed to your child’s ears now will surface later. In the very early years it is more important to listen, experience and absorb excellent music rather than understand the technicalities and concepts. Nurturing a pure heart, sensitivity, training good listening habits, memorising hymns and scriptures and discerning God-honouring music are far more important than playing an instrument.

Dorothy Sayers in *The Lost Tools of Learning* describes these early years as the ‘Poll-Parrot years’:

The Poll-Parrot stage is the one in which learning by heart is easy and, on the whole, pleasurable; whereas reasoning is difficult and, on the whole, little relished. At this stage one readily memorises the shapes and appearances of things; one likes to recite the number plates on cars; one rejoices in the chanting of rhymes and rumble and thunder of unintelligible polysyllables; one enjoys the mere accumulation of things.

Just a few years later, and the time goes fast, a more detailed understanding and appreciation of music can begin. Perhaps an instrument can be started or Volume 1 of *The Elements of Music* commenced about 7–8 years, depending on reading and writing skills. The Gift of Music program also has a biblical piano course called *Music for our Maker* which can be started from five years on.

## Further reading

Check [thegiftofmusic.com.au](http://thegiftofmusic.com.au) for details about the program and more articles on music education.

Articles include:

- Should my Child Learn a musical Instrument?
- The Elements of Music
- More than Music
- Music—a Biblical Approach
- Music Moses’ Way
- Philosophy and Music
- Music History—Why Learn it?

Also recommended is the book *Oh, Be Careful Little Ears* by Kimberly and Lee Smith.



# THE HUMBLE COCONUT

PETER FROGLEY

Evelyn Garrard has been researching in terms of her own health and has discovered coconut oil, one of the products of the coconut palm.

One of the dilemmas we face in the modern world is the danger posed to our health by fats—animal and vegetable. First we learned that animal fats are bad for us as they clog our arteries. Then we discovered that the alternative solution, vegetable oils, is actually worse for us because they change composition when heated. The effects are particularly bad when the oils are hydrogenised (made into solids) in foods such as margarine.

Until recently coconut oil was grouped with other saturated fats and even in the past month I noted coconut oil being listed as very bad on a popular TV program, because of its high saturated fat content. Researchers have recently discovered, however, that the molecules in such fats

can be composed of either short, medium or long chains and that medium chain molecules are good for us, whilst the others are bad. The saturated fat in coconut oil is predominantly a medium chain molecule and is not a threat to our health as it does not have the problems other vegetable oils do when heated. It is thus a safe oil for cooking and has a number of uses and benefits.

Coconut oil is:

- a natural health food and dietary supplement
- the healthiest cooking oil
- a skin moisturiser and massage oil
- a baby oil
- a hair conditioner.

It has also been discovered that coconut oil assists our bodies in combatting viruses, bacteria, fungi and yeasts. It also supports the immune system and thyroid function and increases metabolic rate, as well as promoting a healthier heart, better absorption of nutrients, the healing of body tissue and improved insulin secretion. It is recommended for diabetics in conjunction with ELEOTIN®.

Coconut oil has no cholesterol or trans fats and is lower in calories than all other fats and oils.

Canberra university professor Dr Dan Etherington has researched coconuts for many years and has developed a method of manufacturing coconut oil which he calls Direct Micro Expelling (DME). His desire has been to help Pacific Islanders make good use of their coconuts and develop small industry to assist them in their livelihoods. He has established a small business, Kokonut Pacific, to assist Pacific Islanders and market their produce.

Dan has experimented for years developing the DME method and producing the machinery for manufacture. Simple machines allow villagers to produce their own coconut oil for a modest investment. In recent years the market for copra (dried flesh of the coconut) has decreased dramatically, but this new process enables the revival of coconut products.

Visit [www.kokonutpacific.com.au](http://www.kokonutpacific.com.au) for further information on this most commendable enterprise.

On my recent trip to PNG I was able to introduce the concept to several groups with very promising responses. The major challenge for these people is developing a cash flow to enable them to become part of the modern world. This is an exciting development for these people who have been surviving on a subsistence lifestyle to generate an income which will allow them

to educate their children—using LEM Phonics, of course!

LEM is now making available various coconut products for your benefit and also for the benefit of our many friends in PNG and the islands of the Pacific—check the Book News section for details.

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#### COMMENT: NATUROPATHY ARTICLE

**In the last issue we presented a perspective on alternative health by Michael Sichel, a well regarded naturopath and former Olympian from NSW.**

As Michael wrote on various natural therapies I expected there would be letters of protest that such therapies are satanic—and there have been one or two. Most Christians are rightly suspicious of anything that may be of satanic origin. I know my own experience has been to be very suspicious of any alternate medicine. However, this has been largely out of ignorance of these therapies.

For that reason, I found Dr Sichel's article informative and helpful in that it provided something of the nature and history of various approaches to what is called 'natural therapies'. Frankly, I was surprised how scientific the research had been as people sought to understand the wonderful function of the human body. As a Christian I felt it would be fair and reasonable to present the information so that you could have some understanding of alternative health methods without the scaremongering that is so often stirred when they are mentioned.

It seems there is much in the alternate health field which could be suspect, but the methods Dr Sichel outlined seem to me to be more scientific than satanic.

Our intention in providing these articles is to endeavour to explore health from a biblical perspective with a goal of helping people with their health issues and those of their families. It is a great blessing to visit many home schoolers and find them practicing a healthy lifestyle and to hear testimonies of restoration of health.

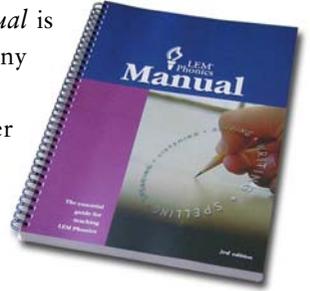
## LEM Phonics

### LEM PHONICS MANUAL

The third edition of the *LEM Phonics Manual* is now available. We have taken on board many helpful comments over recent years in an attempt to make the Manual even more user friendly. We are confident that both new and old users of the LEM Phonics programme will appreciate the clarity and precision of the material presented.

The teaching of the programme has been clarified and simplified, together with new sections on brain research and phonemic awareness, plus improvements in the presentation of the rules. The Manual still comes with a CD of the phonograms and the price remains unchanged at **\$39.95**.

Order online at  
[www.lem.com.au](http://www.lem.com.au)



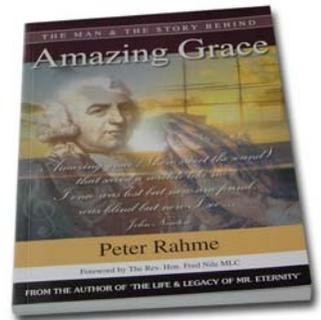
### PHONOGRAM CHARTS

We now have a reprint of the popular Phonogram Charts in A2 size. The charts have been laminated in matt plastic to reduce reflection. **\$24.95**



## The Man and the Story behind Amazing Grace

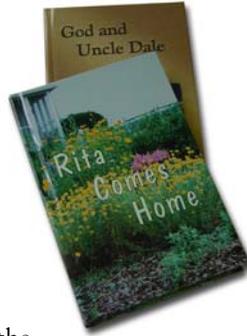
Peter Rahme is the author of *The Life and Legacy of Mr Eternity*, presenting the story of Arthur Stace and his 'Eternity' word chalked on the footpaths of Sydney. In this new offering, Rahme explores the life and times of John Newton, author of *Amazing Grace*. Adults and children alike will enjoy his easy-reading style and gain valuable insights into Newton's life. With the movie *Amazing Grace* about to be released, now is a great time to read about the man behind the world's most popular hymn. **\$7.95**



## Rod and Staff

### GOD AND UNCLE DALE

Set in 1960, this book for senior students deals with the choices we make and the challenge to stand for righteousness. Hard cover **\$15.00**



### RITA COMES HOME

Dorcas Miller's life is turned upside down when Rita, her second cousin, comes to live with her family. This book for senior students deals with the struggles of learning through new circumstances. Hard cover **\$15.00**

## Little House series

Four more titles for the *Caroline Years* series by Maria D Wilkes. The stories follow the life of Caroline Quiner, the girl who would grow up to be Laura Ingalls Wilder's mother.

*Little Town at the Crossroads* **\$11.00**

*Across the Rolling River* **\$11.00**

*Little City by the Lake* **\$11.00**

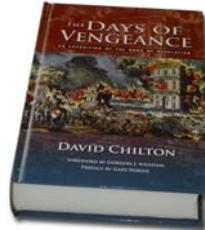
*A Little House of their Own* **\$11.00**



## Theological titles

### THE DAYS OF VENGEANCE

A new edition of the excellent commentary on the Book of Revelation by David Chilton. over 700 pages, hard cover. **\$64.70**



### KENNETH L GENTRY, JR

*Before Jerusalem Fell* is a compelling and detailed study on the date of writing of Revelation. 400 pages. **\$38.10**

*The Beast of Revelation* is a study from a post-millennial perspective which identifies the Beast. 240 pages. **\$28.60**





# niulife

## COCONUT PRODUCTS

LEM is now distributing these coconut products for your benefit and also for the benefit of our many friends in PNG and the islands of the Pacific. These products will make a wonderful difference to your lifestyle and health.



### EXTRA VIRGIN COCONUT OIL

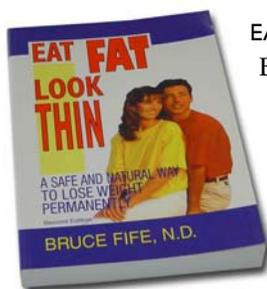
750 ml	<b>\$25.95</b>
5 litres	<b>\$130.00</b>

### COCONUT FLOUR

1 kg pack	<b>\$15.00</b>
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## Books by Bruce Fife, ND



### EAT FAT, LOOK THIN

Bruce Fife, a qualified naturopath and nutritionist, exposes the myths surrounding low-fat diets and shows how the right fats (such as those found in coconut oil) can actually be beneficial in attaining a healthy weight and improving general health. **\$33.00**

### THE HEALING MIRACLES OF COCONUT OIL

Fife has spent countless hours researching the properties of coconut oil, a substance usually labelled by modern medicine as unhealthy. This book contains the amazing results of his research. **\$33.00**



# LEM PHONICS CORNER



It has been very encouraging to receive more and more positive reports about our phonics programme, expressing delight with its results.

A growing number of people who have tried other programmes, because they seem simpler, are now turning back to LEM Phonics. This is chiefly because they see that although the teaching of rules requires some initial effort, the results make the effort worth it.

In January we had our first *Pathway to Literacy* seminar as a trial. It was a good time for the students and also for me. Students who do this course will receive an equivalent certificate to the introductory course. Having these two options gives the opportunity to train more specifically towards using the phonics programme for either ESL or beginner students.

We are also receiving some good feedback from those who are using *Pathway to Literacy* as a tutoring tool.

The following is a short report from one of the students who did the initial course and passed her exam (with flying colours):

‘I have been using LEM Phonics with my children for six years. I wanted do the course so that I may be able to tutor other children as a way of generating income while continuing to home school. I was also interested in using the course for ESL.

‘While doing the course I realised I could use it with my eldest child as revision for the Phonics programme, which she has completed. She has been working her way through the course unassisted this year and is doing very well. It is an excellent revision tool. She does use phonograms before they are dealt with in the programme, as she knows them already, so I just put in extra lines for her to be able to do this.

‘I have had the opportunity to work with an ESL student from Peru who has already completed two other English courses. She chose to do another course as she still struggles with written English. Her spoken English and reading is good so I was unsure it would challenge her. She has loved the course and from the beginning has learned so much. This is the only course she has done which explains why English is so complicated and then gives tools to decipher it. She has also gained so much from learning mouth positioning for

pronunciation of the sounds needed to speak English. It would be great if this were formally in the course. The multiple phonograms and rules have really blessed her with her writing and choosing how to spell a word without seeing it written first.'

At first I had wondered how *Pathway to Literacy* would go for ESL students. But now I have begun to tutor a Chinese man who is able to read and write English quite well, but has very poor pronunciation. This has been a blockage to him in getting the job which he desires, and for which he is otherwise highly qualified.

We have only just begun with *Pathway to Literacy*, coupled with teaching mouth positions. My student, although rather skeptical about the programme when I first introduced the book to him, is now highly excited because he has seen how much it can help him.

Using the consonants which are begun with the same initial mouth position has been a great help in helping ESL students. For example, my student could not say the sound 'ng'. He said it as 'n' because that is how he hears it. I asked him to say 'k', and he was able to do it perfectly. So then I showed him that for 'ng' he must begin in the same position as for 'k', but hold the tongue there instead of releasing it,

while gently producing the sound through the nose. This was a great revelation for him.

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## This is the **only** course which explains why **English** is so **complicated**

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These common mouth positions are recorded in *The Book of Rules* on page 9.

Our future plan is to produce an ESL supplement to *Pathway to Literacy* including a video, which will give the student opportunity to watch a person's mouth, as well as as hearing instructions on how the sound is produced, as far as that is possible.

As LEM Phonics becomes more recognized around the nation we really need more people who can tutor students using the programme. Have a think about it! Contact me if you are interested, so I can gauge how soon we can run another course.

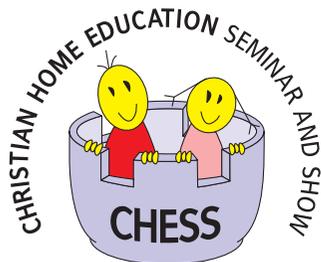
Blessings,



# EVENT CALENDAR

COMING EVENTS SEMINARS PROGRAMMES UPDATES

Note the number of the seminar you are interested in and tick the corresponding box on the registration form inside the back cover



## 2007 Programme

- 9:00 **Registration**
- 9:30 **Keynote Address**
- 10:30 **Morning Break**
- 11:00 **Elective sessions**
- 12:00 **Lunch**
- 1:00 **LEM Phonics**
- 2:00 **Elective sessions**
- 4:00 **Book Browse and Buy**
- 5:00 **Close**

Details and registration forms for all CHESS seminars are available as PDF downloads on our website at [www.lem.com.au](http://www.lem.com.au). Just click 'CHESS' in the 'Quick Links' box on our homepage.

Children are welcome at all CHESS seminars, but they must be quiet and accountable to their parents at all times.

If you are interested in holding a CHESS seminar in your area please contact the LEM office on (02) 6259 3944.

## CHESS Seminars 2007

### 01 HOBART

- Date* Saturday 9 June
- Venue* Salvation Army Hall  
Blackmans Bay
- Cost* **By donation**
- Send to* Lorraine Ward  
7 Jessica Pl, Howden Tas 7054
- Phone* (03) 6267 2359

### 02 PERTH

- Date* Saturday 15 September
- Venue* Presbyterian Church  
32 Bull Creek Dr, Bull Creek
- Cost* Single/Family: \$25/\$40  
Earlybird (by 25 Aug): \$15/\$25
- Send to* Rod and Leanne Ellis  
246 Duckpond Rd  
Wellard WA 6170
- Phone* (08) 9524 2505

### 03 SYDNEY

- Date* Saturday 13 October
- Venue* Condell Park Christian School  
29 Lancelot St
- Cost* Single/Family: \$25/\$40  
Earlybird (by 22 Sep): \$15/\$25
- Send to* CHESS  
c/- 6 Blackwattle Grove  
Narellan Vale NSW 2567
- Enquiries* LEM, (02) 6259 3944

## 04 MELBOURNE

*Date* Saturday 27 October  
*Venue* TBA  
*Cost* Single/Family: \$25/\$40  
Earlybird (by 6 Oct): \$15/\$25  
*Send to* Kingsley Educational Pty Ltd  
PO Box 310  
Mt Waverley MDC Vic 3149  
*Phone* (03) 9544 8792  
*Email* enquiries@kepl.com.au

### URGENT REQUEST

If you are in Melbourne and would be willing to act as contact person for the CHESS seminar (organising the venue, morning teas, etc.) please contact LEM on (02) 6259 3944 or Kingsley Educational on (03) 9544 8792.



Details and registration forms for all LEM Phonics seminars are available as PDF downloads on our website at [www.lem.com.au](http://www.lem.com.au). Just click 'LEM Phonics' in the 'Quick Links' box on our homepage.

## Intermediate Courses

The **LEM Phonics Intermediate course** is a correspondence course with a one-day seminar at the start and a half-day seminar upon completion. Participants are required to hold a Level 1 (Introductory) Certificate in LEM Phonics.

### SYDNEY

*Instructor* Lindy Bonham  
*Date* Mon 18 June 2007  
(introduction day)  
*Venue* 250 George St, Windsor  
*Cost* \$390 per person including materials.  
*More info* Lindy Bonham  
PO Box 5602  
South Windsor NSW 2756  
*Phone* 02 9627 4637 or 0421 907 343