



# DIRECTOR'S COMMENT

PETER FROGLEY

I trust you have had opportunity to have something of a rest over the Christmas period. We have enjoyed our rest, as short as it was, and like you we are ready for a productive and very fruitful 2005.

This is our twenty-sixth year, as you can tell from our volume number on this magazine and it is our pleasure to still be serving the Lord and building His kingdom.

## Projects

- *The Earth*, our text for Grade 6–8 geography is now finished and on the shelves. *The Earth* is an attempt to present basic physical geography from a strongly biblical perspective.
- The new version of *Government in Australia* is now available. It has been completely rewritten, enlarged and re-typeset with many new illustrations.
- *History of Australia* has also been re-edited and is now available with a new cover and extended text.
- Volumes 3 and 4 of *The Elements of Music* are in the writing stage and

should be available sometime late in 2005.

- Evelyn is currently working on the LEM Phonics *Book of Rules* for teachers and parents, as well as a program for poor and non-readers. This project is nearing completion.
- The general (non-Christian) version of LEM Phonics Workbook 9 (*Spelling and Vocabulary Exercises*) is now available.

## This Issue

We finally bring an encouraging report on our building project, with another opportunity for you to participate with us. In *Exploring Christian Education* I begin an analysis of humanism. Following on from this is an article on the dangers of public education, which completes a focus on humanism in this issue. Health explores body pH levels and helps us identify how the body works and how we can cooperate with this wonderful gift of God.

Keep educating for the Lord!

# NEWS UPDATE



## CHES 2005

CHES seminars are already planned for 2005 and presented in the back pages of this magazine. Highlights for this year will include the visit of Mike McHugh, Director of Christian Liberty Press, Chicago, USA as our keynote speaker in both Melbourne and Sydney. Claire Jones from Trivium Education in Brisbane will be joining us as one of the speakers in several of the seminars.

These seminars are a great opportunity to meet with home educators, particularly those who are new to home education. Despite the work and travel involved we do enjoy this privilege of meeting and sharing with so many people.

## LEM Building Project

After years of delay and frustration we were finally able to pick up lease documents in December. Then after further minor difficulties we have now registered the lease and are ready to commence building.

Work is underway preparing for services to be brought to the land and the building certifier should have finished his work by the end of January. We have been able to engage the services of a Christian builder who has set up temporary fencing and begun work surveying and marking the block.

As always building projects present many challenges, but we are encouraged to believe that we will soon be underway. LEM has been able to set aside a



significant part of the cost already and we again thank over one hundred of our friends who have given over \$60,000 toward the building through our fund raising efforts in the past two years. We will need, at present indications, to



borrow between \$150,000 and \$200,000 to complete the project and are believing that God will release further finances to us during the construction phase.

We are thus launching further fund raising with this issue of *Light of Life* believing God will touch people's hearts to assist us complete this debt free. Some have already assisted us generously, but we ask you all to again prayerfully consider our needs at this time. Not only will your tax-deductible gift enable us to have an efficient building in which to carry out this ministry, but it will free up money to be used in our overseas outreaches. Whilst we should be able to look forward to some returns on our overseas ventures the reality is that God has been leading us to

third world nations (like Papua New Guinea, India, China and Peru) where we need to make significant investment to see the establishment of Christian education.

## Papua New Guinea

In PNG there is currently a possibility of seeing the LEM Phonics programme used in the education system of the nation, but there is also a newly developing interest in Christian education in the nation. One national brother has established 20 schools in the past 5 years and our representative in PNG, Mesia Novau has enquiries from several churches wanting to begin Christian schools. All of this requires significant



investment in helping to get these schools established.

## India

In December Evelyn was able to travel to India with a team to visit an orphanage we have supported for some time. The orphanage has a school and they want to use Christian materials. Evelyn was able to conduct LEM Phonics training in two locations, Tirupathi and Rajamundry, both in the south east of India. There was good response and we look forward to exploring establishing LEM Phonics in India. Again there are many obstacles but

the people are competent and we are looking to setting up printing the materials in India. The orphanage personnel may be able to manage this and use any profits generated from the sales of materials to help fund the orphanage.

## China

We understand the teachers college in Ruicheng is doing well and new doors have opened in another nearby area which will test the capacity of the small team in China. The team there would really appreciate our prayers at this time of significant potential.

## Peru

Following my visit to Peru last year Bob and Frances Relyea have been hard at work developing the ministry of LEM. They were looking to be involved in setting up a teachers college in the south of Peru, but it seems the enemy has gotten into the camp there and dissipated the work. They are now regrouping to ascertain the direction the Lord has for them now. They are

building a team of local people who can assist them in their work and there seem to be a number of very competent people who are showing positive interest.

The LEM Diploma Course continues to be very popular with over 80 teachers enrolled at present. The exercises coming in for assessment are keeping Bob quite busy.

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

Several have commented on having difficulty finding things like online ordering or phonics material, so we have introduced a new 'Quick Links' box on our front page which contains the most commonly visited pages. We've also made some enhancements to our navigation menu and online order form.

Remember to keep visiting our website for all our current promotions, up-to-date catalogues, resources and online ordering. If you have any questions, suggestions or comment about our website please email [john@lem.com.au](mailto:john@lem.com.au).



## FOR SALE

**Grain mill attachment for Champion Juicer**

Limited use, very good condition, RRP \$149.60

**\$95 or near offer**

**Phone Peter Frogley on (02) 6259 3944**



# EXPLORING CHRISTIAN EDUCATION

PETER FROGLEY

## 55 Introducing Humanism

An essentially simple choice confronts all of mankind — it is as old as the Garden of Eden.

Will man submit to God's authority or attempt to establish his own (see Genesis 3:1–13 and Romans 10:1–3)?

We are continually exposed to Christian and non-Christian concepts which shape our way of thinking (presuppositions). It is important for us to clarify our thinking so that we think an act biblically. The Bible teaches that we need to renew our minds:

And do not be conformed to this world, but be transformed by the renewing of your mind, that you may prove what is that good and acceptable and perfect will of God.

*Romans 12:2*

The renewing of our minds requires we must firstly know and understand what is anti-Christian in our thinking processes; and then establish a biblical presuppositional base.

### What About Education?

Since its inception in the 1870s State education has developed an approach

without reference to God, in response to their legislative brief demanding 'secular' education. As a result we have an humanistic educational programme.

Humanism: The rejection of religion in favour of a belief in the advancement of humanity by its own efforts.

*Collins Compact Australian Dictionary*

Unfortunately, the majority of Christians have been taught in humanistic schools and universities to think and act as Humanists. Christians desire to be faithful to the Lord in all their doings, but with such an emphasis on ungodly humanistic teaching in our educational system, we find Christianity and Humanism mixing in various degrees. I have categorised the positions and thinking of Christians as I have observed them.

#### 1. SECULARISTS

Christians who believe education is 'secular' and therefore need make no reference to God. These people have accepted the Greek idea that there is 'secular knowledge' and 'spiritual knowledge' — entirely separate and unable to be mixed. Philosophically these Christians are a living *dichotomy*, who on

the one hand say 'Jesus is Lord' and on the other, 'He has no place in the classroom'. Consider Col 1:15–18, 2:1–3, Ps 19 and Gen 1–11.

## 2. WITNESSES

These Christians believe the ungodly system can and should be negated by Christian witness. Whilst there have been some wonderful testimonies of God's grace through the witness of some of these people, it has not resulted in changes to the humanism of state education.

## 3. IDEALISTS

There are some who believe they can transfer their children to a Christian school and their troubles will be over. Such Christians have not fully considered the extent of the war that is being waged for the souls and minds of men (see 2 Cor 10:3–6, Eph 6:10–18).

## 4. BIBLICAL CHRISTIANS

Finally, there are those who recognise the need for personal change to enable them to understand God's heart in education. 'The fear of the Lord is the beginning of wisdom and knowledge' (Prov 1:7; Ps 111:10).

## How Do They Do It?

The authority behind and chief promoter of Humanism is Satan, who has a well-organised, well-oiled strategy to achieve his purposes.

Whilst Satan is the power behind ungodly strategies, man, the sinner is his loyal

---

# the chief promoter of Humanism is Satan

---

helper. Some of the tools men have implemented are:

## WORLD GOVERNMENT/GLOBAL CITIZENSHIP

This is the belief that *global citizenship* should replace national identity — some would term this idea *one world government*. Some of Satan's key tools in working toward this goal, in education, are the United Nations department, United Nations Educational, Scientific and Cultural Organisation (UNESCO), and the development of disciplines, particularly the Social Sciences and Humanities.

One of the text books used is quoted below.

...some people think that the countries of the world must come together under a world government ... that only with a world government is there a chance of saving the earth for humankind.

*American Citizenship: The Way We Govern*  
(Addison-Wesley)

Despite repeated failures as a peace keeper in almost every theatre of its operation the UN still maintains the respect of the media and the 'politically correct'.

## EASTERN THOUGHT PATTERNS

### *Relative Values*

Replacing the absolute values of Christianity with the relative values of humanism makes

humanism's values consistent with those of eastern religions. I suspect this is a major reason for the growth in eastern religions in the western world.

### *Children's Rights*

Children's rights are promoted to further alienate children from parents. In helping children establish their rights, proposals are put to the children and tragically we are able to observe that they have become part of the mainstream in society, for example:

- The right to decide what to eat
- The right to decide whether or not to go to school
- The right to decide which, if any, religion to practice
- The right to trial by other children
- The right to decide when to go to sleep
- The right to choose where to live.

### *Values Education*

The subject of Values Education has been created to teach humanist values in our state schools. Values education has been popularised by Sidney Simon, Leland House and Howard Kirschenbaum, who claim young people raised by moralizing adults are not prepared to make their own choices about what they believe. It seems clear that Values Education has been introduced in a deliberate attempt to undermine the remnant of biblical truth in our society.

The following quote serves to illustrate:

Everyone must develop his own set of principles to govern his own sexual behaviours.

*Psychology for Living, McGraw Hill/Webster*

## ATTACKS ON THE FAMILY

### *Questioning Gender Distinctions*

This is the humanist determination to present men and women as equal, for example, by removing all school books with a sexist bias (Mothers cooking, Dads going off to work, etc.).

### *Liberation*

Liberalising sexual restrictions is promoted heavily by academics, media and educators. David Mace, past President of the Sexuality Information and Education Council of the US (SIECUS), says:

The simple fact is that through most of our history in Western Christendom we have based our standards of sexual behaviour on premises that are now totally unsupportable... on the folklore of the ancient Hebrews and on the musings of medieval monks, concepts that are simply obsolete.

*Sex education textbooks, Life and Health, Random House*

### *Sex education*

Sex is a most powerful gift from God, but as such it is able to be powerfully corrupted. Humanist educators have exploited sex on the basis of the ungodly values they embrace. A comment on school sex education programme by Professor Derek Llewellyn-Jones, President of the Federation of Family Planning Associations:

Studies in four countries have shown that sex education does not increase promiscuity and does reduce unwanted pregnancies. All those positives imply sex education has a value. When people are

informed in a responsible way, they make responsible choices. While good sex education programs are only one factor in making a better society, they should help the sexes relate better towards each other and reduce sexual problems in relationships. And that makes for a better and freer society where the rights and responsibilities of other people are recognized.

*The Bulletin, September 1, 1987*

### **Role Playing**

Role playing is a tool to promote the principles of the religion of humanism, and is a tool for change. It facilitates change in the attitudes, values and behaviours of children by getting them to talk about and act out their feelings. Robert C Hawley in his book *Value Exploration Through Role Playing*, writes:

Once we have helped the students to explore their values and determined what things are important to them, then the final concern is to help the students plan for change.

Role playing has become rather popular in many Christian circles, but unfortunately most do not understand the dangers inherent in this practice.

### **INTRODUCING OCCULTISH MATERIALS**

Occultish materials assume many hues; from blatantly occult materials to what some would consider harmless forays into the occult as in the Harry Potter books. Occultish materials are commonly introduced in English language courses, which include stories about witches, ghosts, curses, seances, etc. The

justification for presenting these materials is that they represent the views of a significant number of members of society.

### **ELEVATING EDUCATION TO THE STATUS OF A GOD**

Education has become an end in itself. Education has developed its own religious framework — its places of worship (schools and universities), its gods (the disciplines) and its bibles (text books).

This ‘pride of life’ is inevitable when we refuse to submit to the creator from whom all knowledge comes. Paul well understood the dilemma when he said in 1 Cor 8:1 ‘knowledge puffs up’.

Many Christians have a ‘blind spot’ in this area of temptation to pride in knowledge. Such pride in knowledge must be addressed and overcome by both teachers and students.

Each of these aspects is identified by a common component — the fact that God is not considered. Education is in the state it is because man in his pride has chosen to ignore the overwhelming claims of God to be Lord over all things. Rather than submit to His glorious lordship we would rebelliously continue in our own strength. The result? Humanism. This futile work of man to establish credibility in and of himself has marred all of history and education. We, as God’s people in the twenty-first century, have the opportunity to turn this around — at least in our own spheres of influence.





# NINE REASONS FOR NOT USING **PUBLIC SCHOOLS**

DAN SMITHWICK

Public schools (or as some like to say, government schools) have come upon hard times in the past several years.

One would be hard-pressed to find a community where the public school system is not having serious problems. While gunshootings get the most coverage (understandably), there are many, many other problems plaguing the 150-year-old experiment of government-run education. Budget crises, teacher shortages, facility problems, undisciplined youth, and now, more frequently, problem parents plague most school districts. In addition to these is the fundamental problem poor education. Standardized test scores have fallen dramatically over the past few decades. Both college and business leaders lament how poorly high school students are educated.

I want to give nine reasons why the church today should cease using state-run schools. I also want to acknowledge up front that there are oftentimes circumstances why Christians believe they have to use the public schools. It is neither my place, nor anyone else's, I believe, to judge all situations from afar. I will say more on this later. But first, some background on the theological basis for

arguing why the church should abandon public schooling.

Jesus said, 'Man shall not live by bread alone, but by every Word that proceeds from the mouth of God' (Matt 4:4). For the past several decades it appears that leaders of our nation, particularly in the field of education, have systematically set out to demonstrate that Jesus didn't know what He was talking about. From the removal of the Ten Commandments in the classroom to denying prayer in school to forbidding any display of religious objects in public places (including a closed Bible on a teacher's desk), our nation has determined to become officially secular. No Word, just bread; no supernatural, just natural.

The fruit of this removal of Christianity from the public square is apparent to anyone who wants to see — a decrease in good things (honesty, morality, literacy, family coherence, etc.) and an increase in bad things (crime, sexual immorality, bankruptcies, business and government corruption, family breakdown, etc.). Within a few short generations, our nation has been exchanging liberty for bondage (government dependency), free enterprise for socialism, creditor status for debtor status, community spirit for isolationism, honouring God for ignoring Him.

The seedbed for this change, I believe, more than any other place, has been the public school classroom. When the public/government school system began in the early non-religious secular education without warning. Theologian and educator Dr A A Hodge, Princeton Theological Seminary, said:

I am as sure as I am of Christ's reign that a comprehensive and centralized system of national education, separated from religion, as is now commonly proposed, will prove the most appalling engineery for the propagation of anti-Christian and atheistic unbelief, and of anti-social nihilistic ethics, individual, social and political, which this sin-rent world has ever seen.<sup>1</sup>

Martin Luther said:

I'm afraid that the schools will prove the very gates of hell, unless they diligently labour in explaining the Holy Scriptures and engraving them in the heart of youth.

America's government-run education system has proven Luther right.

These men, and many others, gave us clear warnings about government-run, secular, no-Bible education. But the church pressed on. She bought the concept of 'free' education and surrendered her posterity to be raised by the state. Would that God had shown all parents the error of this as clearly as one parent from Iowa who said:

I don't want my children fed by the state. I don't want my children clothed by the state. But I would prefer either to their being educated by the state.<sup>2</sup>

Education expert Samuel L. Blumenfeld stated:

The plain, unvarnished truth is that public education is a shoddy, fraudulent piece of goods sold to the public at an astronomical price. It's time the American consumer knew the extent of the fraud which is victimizing millions of children each year.<sup>3</sup>

Pastor and author Douglas Wilson captured the situation well when he noted:

For over one hundred years, Americans have been running a gigantic experiment in government schools, trying to find out what a society looks like without God. Now we know.<sup>4</sup>

Here are my nine reasons why Christians should no longer use public schools (and really never should have) from least to most important:

## 9. UNSAFE ENVIRONMENT

Surely, every parent in America has heard about the gun-shootings in more than a dozen public schools over the past several years. What Mom hasn't worried as she watched her child go off to school wondering if today the tragedy might strike her family? But there are tens of thousands of students who go to their public school daily without ever being confronted with such violence. There are lesser-degree acts of violence (fights, sexual abuse, name calling, teasing, etc.) but these problems show up in private schools as well. Even drug and alcohol problems occur in Christian schools, but to a much lesser degree. Public schools are unsafe in many ways, but I believe this is last on the list of

‘top nine’ reasons for Christians not to enroll their children in them.

## 8. NEGATIVE ROLE MODELS

The Bible says, ‘Do not be deceived: Bad company corrupts good morals’ (1 Corinthians 15:33). An environment where the majority of people are not Christian is unquestionably going to produce a different ethic than will occur when nearly all are Christian (faculty and students). The value system, or worldview, of non-Christian teachers and students will produce a ‘normal’ environment that is hostile to Christianity. If we believe the Bible to be true, it simply cannot be any different.

Most students like to model their teachers, especially when they are viewed as ‘cool’. However, the morals of Christian-family youth are being corrupted when the lifestyle of their teachers reflects such anti-Christian views as gay rights, abortion rights, and sex before marriage. Believing otherwise is already proof that the warning of this Scripture was ignored — you have been deceived.

## 7. REVERSE ‘EVANGELISM’

Many Christian families state that a key reason for staying with the public school system is to be ‘salt and light’ to a pagan culture. I think this may be an excellent reason for an adult who is called to teach and to evangelism of the lost. There are many Christian teachers in public schools

who choose their work for this reason and my hat goes off to them. They are undoubtedly facing in-your-face hostility to Christian principles and yet remain there to

---

# our nation has **determined** to become **officially secular**

---

pray for the lost, be a witness for Christ, and give the best education they can to students. But the ‘salt and light’ concept ends there. I think it is unwise (dangerous?) to send little-trained or untrained youth to perhaps the key battleground of Humanists (the public school classroom) and expect them to be effective in winning over unbelievers, adult or student. That evangelism is working in reverse far too often as is evidenced by Christian-family youths adopting morals of their unbelieving friends.

## 6. GODLESS CURRICULUM

School is about learning and learning is about knowing truth. Fundamental to the Christian faith is the axiom that God is truth. God chose to reveal Himself in Word-form (the outworking of truth) in four primary ways:

1. by His spoken Word ‘Let there be,’ creation came into existence, with order and purpose
2. by inspiration, His written Word was given to us in the Scriptures for right living

3. by incarnation, His Word was given to us in flesh (Jesus Christ) for our redemption
4. by His final Word, all will be judged:

For all who have sinned without the Law will also perish without the Law, and all who have sinned under the Law will be judged by the Law.

*Rom 5:12*

When schools use a curriculum that is completely devoid of God’s Word, how can we possibly expect students to be educated? How can we expect our children to be blessed? To be successful? Peter Marshall said:

Let us not fool ourselves — without Christianity, without Christian education, without the principles of Christ inculcated into young life, we are simply rearing pagans.

A godless curriculum will produce a godless people.

#### 5. PUBLIC SCHOOLING IS NOT THOROUGH

Pick any subject taught in K–12 education, and if it has been taught apart from the knowledge revealed in Scripture, it is incomplete (and likely inaccurate). History, biology, mathematics, sociology, science, language, arts, economics, government — each are openly addressed in Scripture. In other words, the God who made all creation has also told us how to understand creation. Why would we want to go to the effort and expense of having our children educated for 12–16 years ignoring what the original Author has to say about the subjects we are teaching?

Take history for example. Schools teach world history. But do students in public schools learn the factual history of mankind: formations of people groups, nations, or why certain civilizations came and went? Or the origins of different languages? Do they learn of the individuals who were greatly used of God in shaping civilization: Noah? Abraham? Moses? David? Paul? Are they taught about some of the world’s greatest events such as Creation, the Flood, the birth, death and resurrection of the Son of God, by whom the school’s calendar is dated? Not likely.

#### 4. POOR ACADEMIC RESULTS

It is secret to none: Public school students, to a large degree, are simply not well-educated. Much has been written about the ‘dumbing down’ of our public schools. There are exceptions of course. Some youth, because of their gifting and good homes, are excelling in public schools in spite of the overall deterioration of the system. But for the great majority, even average to above average in intelligence, they are being badly educated. What a travesty this is.

My friend, Rev E Ray Moore, Jr recently wrote:

Abundant evidence, assembled from test scores and elsewhere, assures us that today’s public school graduates do not have the mastery of basic subjects that earlier generations had. Students are leaving public high schools in record numbers without having acquired basic writing skills, reading comprehension or mathematical ability. They know little to

nothing of this country's founding or its history. They cannot place major historical figures or events in the right century. They cannot walk up to wall maps and point out significant foreign countries. This intellectual deterioration has spread into public colleges and universities that have admitted more and more unprepared students into college level work.<sup>6</sup>

### 3. PUBLIC SCHOOLING BREEDS THE VIEW THAT SUCCESS CAN COME APART FROM GOD

If we throw out all the bad stuff found in public schools (shootings, rapes, stealing, fighting, cheating, etc.) and have a 'nice' school where no student is afraid, we are still left with an education system that is robbing youth of the most important aspect of being educated — to trust God. The supreme value being touted today for education is to be successful and have a good life. Students are told, 'You need a good education so you can get a good job so you can give your kids a good education so they can get a good job,' ad infinitum. Not only is this a horrible philosophy of life, it is grossly unbiblical. The Bible says, 'But you shall remember the LORD your God, for it is He who is giving you power to make wealth' (Deut 8:18). But this wealth is not simply for the sake of our being rich, for this verse continues, 'that He may establish His covenant which He swore to your fathers, as it is this day.'

Here is the purpose of being properly educated and successful — to establish God's covenant on earth. Public schools do not go this direction but rather promote materialism as a way of being

successful. This is a formula for failure, the exact opposite of the stated purpose of public education.

## 2. PUBLIC SCHOOLING PRODUCES NO FEAR OF GOD

Education, in any subject, should create fear (reverence) of God for how His majesty is revealed in that area of life. Teaching should also instill a proper fear (fright) of going against God's order and purpose in each discipline of life. Sadly, our public schools teach subjects simply as if God does not exist.

### 1. PUBLIC SCHOOLING (SECULAR EDUCATION) IS DISOBEDIENCE TO GOD

Herein lies the primary reason why Christians should not use public schools any longer. Having been educated myself in public schooling through college, having become a Christian at age 33, and having put our five children through combinations of public and private Christian schools, I can only look back and confess that I was not always obedient in education. I wish every day I could relive some of those years and do it 'by the Book.'

But those days are gone. It is only the present in which we can decide to be obedient in this all-important field we call education. The Bible says, 'Train up a child in the way he should go, even when he is old he will not depart from it' (Prov 22:6). There is simply no easy way around the fact that putting our children in an anti-Christian educational system is not training them up in the way they should go. Many

parents want to say, ‘But we are giving our children Bible training at home.’ Really? Are you going back to all subject matter your children are taking and giving them a Scripture-based education to correct wrong teaching? If so, you are in essence home schooling them, so why continue to have them enrolled in the public school? If you mean that you are giving your children moral training, and letting the public school give them academic training, you are simply denying them a Christian worldview. Your children are being given an anti-Christian worldview in all subjects at the local public school.

At the beginning of this article I acknowledged that there are Christians who sincerely believe that, for their situation, public schooling is what they need to use. In response I would say that if you have sought pastoral counsel, prayed, and are trusting Christ for this decision, and have peace that you are doing the right thing for your children, then walk in it. If you have not done these things, but are simply ‘doing what everybody else in church is doing,’ then I would like to challenge you to seek the Lord and get His mind on the matter of public schooling for your children.

Public, government-run schooling has been a bad experiment. It will not survive much longer. I strongly encourage Christians to use home schooling or private Christian schools for good education and to avoid having your children become victims of an impending crash. On March 28, 2002, Christian family leader, Dr James Dobson, on his

Focus on the Family radio broadcast, stated, ‘In the State of California, if I had a child there, I wouldn’t put the youngster in a public school.... I think it is time to get our kids out...’ The case really could be made in the 49 other states.

We used to educate our own children, and did it much better than the state does now. Let’s do it again.

## NOTES

1. A.A. Hodge, Popular Lectures on Theological Themes (Philadelphia: Presbyterian Board of Publications, 1887), 283, as quoted in R. J. Rushdoony, The Messianic Character of American Education, 335.
2. Quote contained in Let My Children Go, (Gilead Media, 2002).
3. Samuel L. Blumenfeld, NEA — Trojan Horse in American Education (The Paradigm Company, 1984), xiv.
4. Douglas Wilson, Recovering the Lost Tools of Learning (1991), Quote contained in Let My Children Go (Gilead Media, 2002).
5. Quote from Bible Illustrator, Parsons Technology. 1994), 59.
6. Rev. E. Ray Moore, Jr., Let My Children Go (Gilead Media, 2002)

*Dan Smithwick is President of Nehemiah Institute. The institute is a research and educational private foundation providing worldview testing and training materials to Christian educators. He has been guest speaker on several Christian radio shows. He is married and has five children. He can be contacted at [nehemiah1@home.com](mailto:nehemiah1@home.com).*

*Certain American statistics have been removed for readability in Australia. Ed.*

*Reprinted from ‘The Chalcedon Report’ Sept 2002*



Keen gardeners know that the right pH balance in the soil is vital to produce strong, healthy plants.

Perhaps that is why my garden does not grow very well! It is also true that our bodies need to have the right pH balance or we find ourselves in a state of disease.

The acid/alkaline balance (pH balance) is one of the most important aspects of keeping our bodies in good health — the experts call it *homeostasis*.

For our bodies to function normally, that is, with all metabolic processes taking place, the pH of the body must remain constant and be slightly alkaline. If the pH balance is altered from normal, the metabolic processes are compromised, and the body is no longer in a state of health.

#### WHAT IS PH BALANCE?

pH is a measurement of how many hydrogen atoms are in a substance. The more hydrogen atoms (ions) the more acid is the substance. So a pH scale is a measurement of how acid something is.

# KEEPING THE BALANCE

## pH and the Body

BY PETER FROGLEY

The pH scale goes from 1 (very acid) to 14 (very alkaline). 7 is neutral (water), neither acidic or alkaline. Thus a pH of 6 would indicate a weak acid, whereas 8 would indicate a weak base (slightly alkaline).

#### THE BODY

The normal pH of the cells of the body is between 7.0 and 8.0. The body will always endeavour to keep the cell pH in this range for maximum efficiency and health. The cells of the body can continue to survive and function at pH levels outside this range, but at these altered levels the body is not in a state of health, rather ‘dis-ease’. The cell pH can drop as low as 4.5 (perhaps even lower) and the cells will continue to live, although in a diseased state.

#### THE BLOOD

When it comes to our blood we are not as tolerant of pH level variations. A healthy blood pH is 7.4. If the blood pH should drop to 7.0 or rise to 7.8 death will result within minutes. A drop in the pH level of the blood dramatically reduces the blood’s oxygen carrying capacity and thus the body’s metabolic functions. God has designed our bodies so that they will always attempt to maintain the blood pH at 7.4.

## HOW IT WORKS

God has created our body to function as an alkaline entity, but it is an acid producing organism. Our bodies metabolic wastes are acid and these must be neutralised immediately upon their production before they enter the blood stream, which is used to remove them from the body. If this system fails our blood becomes acidic and we die. Never leaving anything to chance, of course, God has built into our bodies a three-part regulating system to maintain the acid/alkaline balance.

## THE BUFFER SYSTEM

The buffer system is a conglomerate of three different pH regulating mechanisms or buffering systems.

### 1. *Chemical Buffer System*

This system is present in the fluids of the tissues of the body and responds in seconds. This chemical system itself has three individual systems.

- The bicarbonate system converts strong acids to weak acids and can only raise the pH to 6.1. It uses organic alkaline ash materials such as sodium, potassium, calcium, magnesium and chloride.
- The phosphate system operates in the same way but uses a phosphate rather than a bicarbonate salt. It is able to lift the pH of acids to 6.8.
- The protein buffer system, which takes over when the first two systems are finished, is able to raise the pH to 7.4.

### 2. *Respiratory Buffer System*

When there is an increase in carbon dioxide in body fluids, the pH becomes more acidic. The respiratory system reacts by becoming more active — the breathing rate increases, thus exhaling more carbon dioxide. This decreases carbon dioxide in body fluids and the pH level becomes more alkaline.

### 3. *Kidney Buffer System*

The kidney (renal) buffer system takes several hours to take effect. The kidneys help regulate body pH by either excreting or not allowing to excrete into the urine the various components of the chemical buffer system. For example:

- Hydrogen ions (in the form of water) and ammonia (from amino acids) are eliminated when the body is too acid.
- Phosphate ions and bicarbonate ions with associated alkaline minerals are eliminated when the body is too acid or retained when the body is too acid.

Since the body is an acid producing metabolism the urine of a healthy person should be slightly acid: pH 6.0.

## FOR YOU

Most foods we should not eat leave an acid residue in our bodies. To allow our bodies to function happily without too much stress it is a good idea to reduce (if not eliminate) the intake of acid forming foods, such as meat and grains. Happily fruits and vegetables are alkaline and are thus highly desirable foods for the well-being of the human body.



## Light Educational Ministries

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

### THE EARTH: AN INTRODUCTION TO PHYSICAL GEOGRAPHY

Completely rewritten and enlarged, this Grades 6–8 book provides an ideal foundation for the study of Geography from a Christian perspective. A unique presentation of the Creation with a study on the earth's surface, the land and water, the atmosphere and mapping. 69 pages.

The Teachers Manual comes with tests, exam papers and also photocopiable maps.

Student Text **\$21.95**

Teachers Manual **\$12.80**



### GOVERNMENT IN AUSTRALIA

A complete rewrite, with new layout and illustrations. The book explains our Christian heritage from England, the historical background of the colonies and federation, and the three levels of civil government — local, state and federal. The course concludes with a comprehensive study of our Constitution from a Christian perspective. 77 pages plus the Constitution. Suitable for Grades 9–12.

Student Text **\$23.95** Teacher Manual **\$15.95**



### LEM PHONICS TRAINING VIDEOS NOW ON DVD

Remastered in excellent quality from the original recordings, the LEM Phonics Training Videos are now available on DVD. The fully indexed and chaptered disks with a new menu system make it easy to play the various sections of the programme —they could even be used with a computer and projector for group training sessions. This valuable resource is now even better value for money.

Training Videos on DVD (personal use) **\$249.00**

Training Videos on DVD (school use) **\$499.00**



## LEM PHONICS KITS

With the Training Videos now available on DVD we are able to offer excellent value on LEM Phonics Kits.



### *Starter Kit (6 month's work)*

Includes the LEM Phonics Manual, Phonogram Cards, Workbooks 1 and 2, Circle Letter Grid, Clickety Clack CD and the Handwriting Practice Book. Total value \$106.40 for only **\$94.95**

### *K Kit (1 Year's Work)*

Includes the starter kit, plus Workbooks 3–5, Word List K, and the complete set of Training Videos on DVD. \$392.20 value for **\$349.00**

### *Complete Kit*

Includes the K Kit, plus Workbooks 6–9, The Reference, Word List books 1–3, Spelling Scale, Readers for Word List K and 1. Total Value \$545.55 for only **\$475.00**

## A Beka Book

### ENGLISH LITERATURE GRADE 12

A new edition of this typically well-presented A Beka programme. This third edition text is a complete rewrite and reorganisation of the course. 533 pages, soft cover.

Student Text **\$52.40** Teacher Guide **\$52.40**

Test and Quiz **\$9.70**

Test and Quiz Key **\$17.00**

*Macbeth* with study notes **\$15.70**

*Pilgrim's Progress* with study notes **\$15.70**



### GRADES 10–11 ALGEBRA 2

A second edition Mathematics text, with reorganised content. 361 pages, soft cover.

Student text **\$47.15**

Teacher Edition **\$104.75**

Solution Key **\$86.45** Test and Quiz **\$15.70**

Test and Quiz Key **\$20.95**



## Rod and Staff

### SCIENCE GRADE 5: GOD'S WONDERFUL WORLD

A new course, with a good number of quality full colour illustrations. There are sections on God's created wonders, Arthropods, Earth and Sky, Motion and Machines, Chemicals, Human Body, Sound, Ferns, Mosses and Plantlike Organisms. 272 pages, hard cover.



Student Text **\$25.25** Teacher Manual **\$24.65** Tests **\$3.85**

## Christian Liberty Press

### GRADE 1 LIBERTY MATHEMATICS (LEVEL A)

A new course to follow on from the Grade K book. Well presented write-in text, 250 pages.

Student Text **\$18.80** Teacher Manual **\$7.80**



## The Harsh Truth About Public Schools

Bruce N Shortt's well researched book on America's public school system. Modern public education in America has too often degenerated into indoctrination in secular humanism — this book presents the solution to the problem. 465 pages, paperback. **\$34.60**



## Chalcedon Monograph Series

We are overstocked with some of these books and offer the following titles on a first-come, first-served basis. Paperbacks, approx 80 pp.

*The Late Great GOP and the Coming Realignment*  
*Christianity: Bulwark of Liberty*  
*The Church as God's Armoury*  
*The Reign of the Righteous*

Were **\$11.00** each,  
now four books for **\$10.00**



**4 books**  
**\$10.00**  
**Bargain!**



## LEM PHONICS CORNER

Here we are already into the new challenges of 2005.

May God grant you all a blessed New Year and lead, guide and strengthen you as you apply yourself to the work which God has given you for this time and season.

At the end of last year I was blessed to go to India with LEM Phonics. I went with a team of missionaries whose main purpose was to visit an orphanage in a place called Rajahmundry, near the coast (but far enough inland to avoid the tsunami) in Andrapradesh province.

The leader of our team, Pastor John Barnes from Gisborne in Victoria, once had a dream telling him that he would be building an orphanage. In the dream he saw the specific land that this would be built on, but he had no idea where in the world it was. Later he took a trip to India and there was taken to the very place he had seen in the dream. Beginning with five or so orphans in an Indian Pastor's home, they have now grown to housing over three hundred orphans.

Now John Barnes and Samuel Babu work together to clothe, feed and educate these orphans with the desire to bring them to a place where they can have a fulfilling life

and make their unique contribution to society. This first requires helping each one to get over the abuses and pain of past deprivations, which they gradually accomplish through the power of prayer and God's love in their lives.

Their ages range from about 5 to 21 years.

I was astounded to see how happy these dear children are, considering the scantness of their earthly possessions. The simplest little gifts we gave them brought such smiles to their faces. Samuel Babu's grandfather was an orphan but Samuel's father was able to complete a university degree and become a doctor.

Samuel himself is a man of great vision and great heart for these children. He and his wife Vijaya together with their three children have given up so many earthly privileges to live with the orphans. They are continually there to watch over them and minister to their needs. Of course, they have a staff which includes teachers, cooks, etc., but now as many of the orphans are reaching maturity, they are taking over responsibilities themselves such as wardens, carers and helpers in the kitchen. The first marriage between two of the orphans has now been arranged. (And they are actually in love, too!)

The children have school at the orphanage. During the day their sleeping mats are removed and the bedroom becomes a classroom. Indian children have to learn three languages — their own local language, Hindi and English. Samuel has shown a real interest in introducing phonics to the children after a visit here several years ago. After the initial training sessions given to the orphanage teachers and other teachers from the city in December, it seems that this can become a reality.

In preparation for this a new ‘Phonics classroom’ has been added to the complex which will be used to train the teachers and teach the students. I had the privilege to dedicate this room to God’s glory and the continuation of phonics in India! Let’s pray that God will continue to bless it and get us through the hurdles which must be overcome before the possibility becomes a reality — hurdles such as getting the material printed in India, finding key people who can be trained to a high enough level to give instruction to teachers, and the economics of it all in a land of poverty.

The leadership are beginning to find other ways to support the needs of the orphanage and phonics has the potential to become one of these means.

Currently the main avenue of support for the orphanage is through sponsorship. At the moment they still have at least 120

orphans who remain unsponsored, which means that money which could be used for building or other purposes must go toward food and clothing for the unsponsored orphans. Alternatively, all the children must be limited in some of these areas.

I was able to meet my son’s orphan, and when I found out she had an unsponsored sister I immediately took her on. What a blessing she has been to me as I pray for her each morning knowing that God can give her a future and raise her up to His own glory, knowing that He has chosen her and prepared her in advance for the works she will do, knowing that I am able to cooperate with this wondrous work in some small way! It is also a blessing to know that she is in the care of loving people who teach her not only the usual school subjects, but nurture her in the love and knowledge of Christ our Saviour. Please consider sponsoring a child. It costs only \$35 per month. Contact me if you are interested and I will send you a profile with a picture of your child and information about them.

I think it is impossible to remain the same in my thinking and actions after being in India. I realize how much I have which I don’t really need!

God bless you all,



# 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



Christian Home Education  
Seminar and Show

## 2005 Programme

- 9:00 **Registration**
- 9:30 **Keynote Address**  
*Mike McHugh or Peter Frogley*
- 10:30 **Morning Break**
- 11:00 **Elective sessions**
- 12:00 **Lunch**
- 2:00 **Session Two**
- 3:00 **Session Three**
- 4:00 **Book Browse and Buy**
- 5:00 **Close**

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

## Guest Speakers

In 2005 we will have Mike McHugh, Director of Christian Liberty Press in Chicago, USA, with us for the Melbourne and Sydney CHESS.

Claire Jones from Trivium Education will also be taking electives at some of the seminars.

## CHESS Seminars

### 01 HOBART, TASMANIA

- Date* Saturday 30 April
- Venue* Salvation Army Hall  
Blackmans Bay
- Cost* Single/Family: \$25/\$40  
Earlybird (by 9 Apr):\$15/\$25
- Send to* Lorraine Ward  
7 Jessica Ct  
Howden Tas 7054
- Phone* (03) 6267 2359

### 02 HAMILTON, VICTORIA

- Date* Tuesday 3 May
- Venue* TBA
- Cost* Single/Family: \$25/\$40  
Earlybird (by 16 Apr):\$15/\$25
- Send to* Ray and Maree Clay  
RMB 4159  
Coleraine Vic 3315
- Phone* (03) 5575 3208

### 03 ADELAIDE, SA

- Date* Saturday 7 May
- Venue* Sunrise Christian School  
95 Wattle St, Fullarton
- Cost* Single/Family: \$25/\$40  
Earlybird (by 16 Apr):\$15/\$25
- Send to* Michael and Sue Whitrow  
PO Box 123, Belair SA 5052
- Phone* (08) 8278 7300

#### **04 MELBOURNE, VIC**

*Date* Saturday 16 July  
*Venue* Blackburn Baptist Church  
Cnr Springfield and  
Middleborough Rds,  
North Blackburn  
*Cost* Single/Family: \$25/\$40  
Earlybird (by 25 Jun): \$15/\$25  
*Send to* Kingsley Educational Pty Ltd  
PO Box 310  
Mt Waverley MDC Vic 3149  
*Phone* (03) 9544 8792  
*Fax* (03) 9544 2328  
*Email* enquiries@kepl.com.au

#### **05 SYDNEY, NSW**

*Date* Saturday 23 July  
*Venue* Condell Park Christian School  
29 Lancelot St, Condell Park  
*Cost* Single/Family: \$25/\$40  
Earlybird (by 2 July): \$15/\$25  
*Send to* Leanne Glen  
6 Blackwattle Grove  
Narellan Vale NSW 2567  
*Enquiries* LEM, (02) 6259 3944

#### **06 PERTH, WA**

*Date* Saturday 3 September  
*Venue* Presbyterian Church  
32 Bull Creek Dr, Bull Creek  
*Cost* Single/Family: \$25/\$40  
Earlybird (by 13 Aug): \$15/\$25  
*Send to* Rod and Leanne Ellis  
246 Duckpond Rd  
Wellard WA 6170  
*Phone* (08) 9524 2505

#### **07 BRISBANE, QUEENSLAND**

*Date* Saturday 15 October  
*Venue* Ashgrove Baptist Church  
7 Firhill St  
Ashgrove  
*Cost* Single/Family: \$25/\$40  
Earlybird (by 24 Sep): \$15/\$25  
*Send to* Claire Jones  
PO Box 186  
Ferny Hills DC Qld 4055  
*Tel/Fax* (07) 3351 7243  
*Email* trivium@bigpond.net.au

### **CHESSE Book displays**

Book displays provide an opportunity for 'hands-on' browsing of LEM's books and resources. Unfortunately Kingsley will not be attending the book displays.

Registration is not required.

#### **MILDURA, VIC**

*Date* Monday 9 May  
1-5 pm  
*Venue* Living Waters Community  
Church  
118 Orange Ave  
Mildura  
*Cost* Free  
*Enquiries* Richard and Dale Vaughan  
*Phone* (03) 5022 8319 or  
0402 052 335



The **LEM Phonics Introductory Seminar** is designed to equip teachers and parents to effectively teach the LEM Phonics programme to their children. Successful participants will be awarded with a Level 1 (Introductory) Certificate in LEM Phonics.

**08 MELBOURNE, VIC**

*Instructor* Joanne O'Donovan

*Dates* Mon 21 and Mon 28 Feb  
Mon 7, Mon 14, Mon 21,  
and Mon 28 March

*Venue* Oxley College, Old  
Melbourne Rd, Chirnside Pk

*Cost* \$360 per person including the  
*LEM Phonics Manual, Word  
List K*, and phonogram cards  
Deposit of \$50 per person  
required with registration

*Send to* Joanne O'Donovan  
PO Box 107  
Kangaroo Ground Vic 3097

*Phone* (03) 9730 1030

Are you homeschooling?  
Or a homekeeping Mum?  
Do you need  
**encouragement?**



## THE HOMESCHOOL DIGEST

*The Quarterly Journal for Family Discipleship*

- Almost 100 pages each issue
- Teaching, exhortation, testimony, encouragement
- Answers the deeper questions surrounding the lifestyle of home education
- 4 issues/year for only **\$35**

## AN ENCOURAGING WORD

*Keeping Alive the Vision for  
Biblical Womanhood and Godly Homemaking*

- Informative articles and commonsense advice on everything from home business to home cooking to home birth
- Practical suggestions and biblical challenges
- 4 issues/year for only **\$30**

*For more information or to subscribe contact Bethany McCallum on (07) 5483 3800*





# SEMINAR REGISTRATION

Name

---

Address

---

---

Phone

Email

---

I AM REGISTERING FOR:

## **CHESSE Seminars**

Tick the box of the seminar you wish to attend and return to the address listed in the event calendar

Cheques payable to *CHESSE* for all seminars

- 01 Hobart**
- 02 Hamilton**
- 03 Adelaide**
- 04 Melbourne**
- 05 Sydney**
- 06 Perth**
- 07 Brisbane**

## **LEM Phonics Seminars**

Please note the information required, tick the box and return to the address listed in the event calendar

- 08 Melbourne**  
Cheques payable to *Joanne O'Donovan*

Do you already have the *LEM Phonics Manual* and *Word List K*?  
 yes     no

# Ever tried to rewind a teacher?

With the LEM Phonics Training Videos on DVD, learning the Introductory Course is as easy as pushing buttons on the remote.

The set of 4 DVDs gives **schools** the opportunity to train many teachers simultaneously with incredible cost savings when compared to sending individuals to seminars.

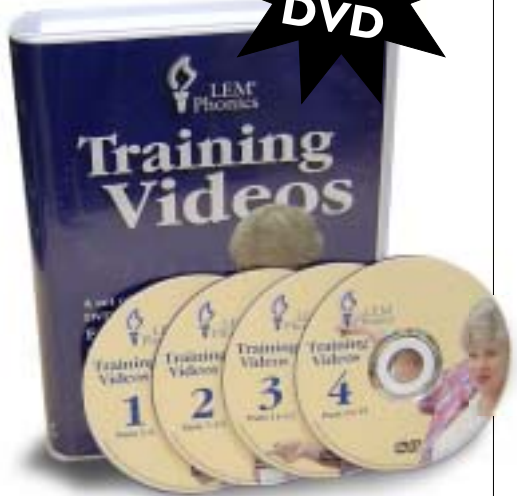
**Home schooling parents** will benefit as they can review sections for greater clarity and move through the course at their own pace.

## LEM Phonics Complete Kit

Includes the LEM Phonics Manual, Phonogram Cards, all 9 Workbooks plus The Reference, Word List books K-3, laminated Circle Letter Grid, Spelling Scale, Readers for Word List K and 1, a Handwriting Practice Book, Clickety Clack CD and the complete set of LEM Phonics Training Videos on DVD.

Total Value \$545.55 for only **\$475\***

\* Individual customers only. Not available for schools.



Training Videos on DVD (Schools) **\$499**

Training Videos on DVD (Personal) **\$249**

LEM Phonics Complete Kit  
(includes DVDs) **\$475\***

