



Seton Home Study School

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“Under the Magisterium of the Catholic Church”

January 1996

Silent Perseverance

Editor’s Note: This is part of the talk given by the Holy Father at the General Audience attended by the home schooling leaders from the United States.

We would first like to pause and briefly reflect on some significant aspects of Mary’s personality, which offer all believers valuable guidance in accepting and fulfilling their own vocation.

Mary has gone before us on the way of “faith.” Believing the angel’s message, she was the first to welcome the mystery of the Incarnation and did so perfectly. Her journey as a believer began even earlier than her divine motherhood and developed more deeply throughout her earthly experience. Hers was a daring faith. At the Annunciation she believed in what was humanly impossible, and at Cana she urged Jesus to work His first miracle, pressing Him to manifest His messianic powers.

Mary teaches Christians to live their faith as a demanding and engaging journey which in every age and situation of life, requires courage and constant perseverance.

Mary’s docility to the divine will was linked to her faith. Believing in God’s word, she could accept it fully in her life and, showing herself receptive to God’s sovereign plan, she accepted all that was asked of her from on high.

Our Lady’s presence in the Church thus encourages Christians to listen to the word of the Lord every day, to understand His loving plan in various daily events, and to cooperate faithfully in bringing it about.

This is how Mary teaches the community of believers to look to the future with total abandonment to God. In the Virgin’s personal experience, hope is enriched with ever new reasons. Since the Annunciation, Mary concentrates the expectations of ancient Israel on the Son of God, incarnate in her virginal womb. Her hope was strengthened during the successive stages of Jesus’ hidden life in Nazareth and His public ministry. Her great faith in the word of Christ, Who had announced His Resurrection on the third day, prevented her from wavering, even when faced with the drama of the Cross. She retained her hope in the fulfillment of the messianic work and steadfastly, after the darkness of Good Friday, awaited the morning of the Resurrection.

Between the “already” of salvation received and the “not yet” of its fulfillment, the community of believers know they can count on the help of the “Mother of Hope.” After experiencing Christ’s victory over the powers of death, she communicates to them an ever new capacity to await God’s future and to abandon themselves to the Lord’s promises.

Mary’s example enables the Church better to appreciate the value of “silence.” Mary’s silence is not only moderation in speech, but it is especially a wise capacity for remembering and embracing in a single gaze of faith the mystery of the Word made man and the events of His earthly life.

It is this silence as acceptance of the Word, this ability to meditate on the mystery of Christ, that Mary passes on to believers. In a noisy world filled with messages of all kinds, her witness enables us to appreciate a spiritually rich silence and fosters a contemplative spirit.

Mary witnesses to the value of a humble and hidden life. Everyone usually demands, and sometimes almost claims, to be able to realize fully his own person and qualities. Everyone is sensitive to esteem and honor. The Gospels frequently mention that the Apostles were ambitious for the most important places in the kingdom and they argued among themselves as to which of them was the greatest. In this

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Teaching Intermediate Grades

by Dr. Mary Kay Clark

Teaching the intermediate grades is easier for some mothers; teaching the little ones how to read is more demanding of time and energy. Children at the intermediate levels have the basic reading skills and are ready to progress in the subject areas beyond the fundamentals.

However, it is not as easy to discipline the children in the intermediate grades. Usually, little discipline has been learned in school. If the child begins home schooling at this level, some parents discover the basic academics have not been taught which often adds to the discipline problems as children become frustrated with review work. Parents need to work on the virtue of consistent quick obedience with this age group.

At these levels, children need to be establishing and maintaining the habit of frequent daily prayer, going to Mass, and saying the rosary. These are wonderful years for children to read the lives of the saints, and to try to apply some of the virtues to their own lives.

These are important formative years. These are the years that children treasure and won't forget. These are the years when children will readily accept the heroes and saints in good books and art.

Math

Our main math series for fourth grade is the Rod & Staff textbook series, which offers an abundance of basic drills and word problems. Also available is the Modern Curriculum Press series for those who prefer a workbook. For children who are advanced, parents may choose the Saxon 54 textbook. Fifth and sixth graders are sent the Saxon 54 and Saxon 65, though some students, especially if they have been home schooling for awhile, or are advanced, need to move up a grade level.

It is very important to let us know which Saxon level your child needs when you re-enroll since many parents change

the level during the year. We try to keep track of the level in our files, but a reminder would be helpful.

English

The Catholic schools always have been strong on English which is why we start our children early. In these intermediate levels, much more is learned and solidified. The Catholic Loyola series has been known for its high standards and quality.

Because the Loyola workbook we have been using is suddenly out of print, Seton is in the process of producing a Catholic English workbook series for our students. This year, we are using a Seton sixth grade English workbook, but some parents have told us it is very difficult. If the workbook is too difficult, you have the option of using a textbook exercise in place of a workbook exercise for the weekly grades. We are working to revise it now.

If students begin home schooling in sixth grade, English may be the subject that proves most difficult since many of the schools are not teaching it anymore. Some students will need to go back a level or two before being able to handle the sixth grade English. Teaching with the 4th or 5th grade workbook should be sufficient rather than the whole course.

Religion

Most calls we receive regarding religion in these grades relate to a sixth grader who has not learned very much about his catechism yet. The sixth grade textbook and Baltimore Catechism #2 are a little difficult for the new student. We recommend that some students take the fifth grade course instead, which includes the #1 Catechism which contains simpler answers.

We are often asked by parents who have just started home schooling about the necessity for memorizing the cat-

echism answers. While we do not insist on exact memorization, we do need to see answers on the test which are substantially close to the catechism. It is actually easier to memorize the answers than to find an alternative answer which is accurate and complete. One word can make the difference between correct doctrine and heresy.

The Bible histories are very important for the children to read, even if they also read the original Bible text. These stories retell the Bible in simpler language. While the one for fourth grade is very simple, the Schuster text for the 5th and 6th are classics which were used in the Catholic schools for years. The discussion questions are important, not only for review, but to provide students with an opportunity to explain what they have read in their own words.

History

The intermediate history texts are reprints of good Catholic texts of the classical Catholic parochial schools. Catholic schools are no longer using Catholic textbooks, so these have been out of print for some time. Eventually, we will write our own history textbooks.

Though we would like everyone to take history, it is not required at these levels. Emphasis must be on the basic subjects: language arts, math, and religion. For those who are having time problems, you may omit history for a while, or you may omit some of the supplemental assignments.

To receive a grade, it is essential to read and study the chapter and pass the test. All other assignments are optional, such as answering the questions at the end of the chapter, researching something in the encyclopedia, writing a paragraph, or reading library books. These things all help but are not essential.

Science

The Rod and Staff Christian science series has been our basic series for a number of years, but a couple of years ago, we produced the fourth grade Catholic science text-workbook, writ-

ten by Dr. Townsend from Akron University, a home schooling father himself. We recommend in this course, the students start using a highlighter for study purposes

This year, we produced a fifth grade science text-workbook, written by a home schooling mother who has been producing Christian science books for some time. However, our parents have recommended that we move the book up to a higher grade level, that it is too difficult for fifth graders. At this point, we are moving back to the Rod and Staff for the fifth grade until we produce another fifth grade text at a lower level. We are moving the fifth text-workbook up to the seventh grade level next year.

Many assignments in science may be considered optional. The essential assignment is to read the chapter, study as needed, and pass the test. As with history, however, science can be considered an optional class if more time is needed with other subjects.

Phonics and Reading

Phonics is still being taught at Seton at the fourth and fifth grade levels. This was traditional for Catholic schools, in the constant belief that intensive phonics is the key for success in reading and reading comprehension. We have started writing our own Catholic phonics series, and have both the 4th and 5th levels now in print.

The Faith and Freedom readers are very popular at these levels because they tell stories of our Catholic immigrant families. In the sixth grade book, the stories of European Catholic families correspond to the sixth grade old world history series.

One of the things which people are discovering is that many of the customs and traditions of our ethnic heritage have been lost. These books help to make us proud of our background, and perhaps make us think about bringing some of these practices back again.

The Faith and Freedom readers are excellent in teaching reading skills

through various exercises at the end of the reading selections. There is no doubt that reading as much as possible provides an excellent education. Nevertheless, at these ages, developing skills in interpretation, analyzing, outlining, putting in chronological order, and so on, are excellent skills to develop logical thinking in reading.

It is better to read fewer selections and do the exercises at the end of the reading selections than to read more of the book and omit the exercises.

The Catholic Reading for Comprehension workbooks have been written by Seton to help in thinking skills as well as learning about the Faith. The Reading-Thinking Skills workbooks provide essential exercises for understanding multiple meanings, inferring from context, verifying inferences, determining analogous relationships, outlining, organizing main ideas, and so on.

Spelling and Vocabulary

The Seton spelling series includes paragraphs about saints or Bible stories. The words are easy for most Seton students as they come from mainline spellers, but the assignments include creative sentences and dictionary work.

The Vocabulary series is written specifically for the college-bound students, so it is more difficult than the speller.

Some parents combine the courses, which is fine if the vocabulary words are used for spelling, rather than the reverse, and for the creative sentences and dictionary work.

Grading

Perhaps in the fourth and fifth grades, but surely by the sixth grade, some students, under your supervision, should be able to grade their own papers for objective type questions. Show them how to divide the number correct by the total number to obtain a percentage.

The top half of the quarter report form is for the weekly averages. Though we recommend the parents record weekly

grades, if parents are too pressed for time and cannot fill these in, Seton teachers will base the report card grade on only the tests and assignments which have been submitted. Recording the grades for the weekly assignments is optional.

Father's Role

We continue to emphasize the importance of fathers being involved in the home schooling process. This is especially important for boys, and becomes more important as they approach adolescence. If Father cannot teach a subject, perhaps he can simply remind the children in the morning that they must be obedient and do their best during the day. When he returns in the evening, he can ask about their work, and ask to see some samples of the work they have done. This is the best motivational tool!

Tutoring

Children at this level can benefit from helping a younger child. If a student has trouble reading or with math, helping to "tutor" a younger child in this area helps both the "student" and "teacher." The older child will develop responsibility, think about how he himself learns, strengthen concepts he has learned before, increase his own skills in this area, and develop responsibility, sensitivity, perseverance, and patience.

Grouping

One of the tricks in a large home schooling family is to join two of the children together for some classes. This works especially well with history, science, and religion. Both children could be put on the same history text. The younger child will study from the same book, but the discussion questions will be easier, the tests will be easier [such as orally]. Assignments after reading the chapter could sometimes be the same, such as answering the questions at the end of the chapter, but the answers for the younger need not be as complete. The course could be customized, slowed down for the younger child, or questions and assignments could be simplified.

What's Yours is Mine

Teacher's unions have long fought against publicly funded voucher programs, saying that public money should not be used at private schools. In Jersey City, New Jersey, however, they have gone a step farther, saying that even private money should not go to private schools.

Recently, Pepsi approached Jersey City Mayor Bret Schundler and offered to set up a private voucher program for poor children in the city. This program would offer vouchers for elementary and high school students, as well as college scholarships. When other businesses and foundations heard about the program, they joined in, and the program looked like it would go forward with wide support.

Then the local NEA chapter swung into gear. They said that the mayor was turning his back on the public school, and that even private vouchers were taking money from the public school. The local NEA president, Tom Favia, said that "A private company that deals with the public shouldn't earmark scholarships that go only to those kids outside the public system." Meanwhile, Mr. Favia, as well as other teachers, has sent his own children to the local Catholic schools.

Along with the public campaign, Pepsi machines were vandalized in public schools, and union officials talked about starting a statewide boycott of Pepsi. In the face of this pressure, Pepsi decided that they were in a no-win situation and cancelled the program.

Perhaps instead of boycotting companies that support private education, public schools could have a

policy that they hire only teachers and administrators whose children are in public schools. That might shrink the available labor pool to the point where the public schools would have to close down for lack of workers.



Conspiracy Theory?

The U.S. House of Representatives has lately been holding hearings on the disputes between parents and schools about teaching values, or the lack thereof. For example, parents from Falmouth, Massachusetts, testified that the school board there implemented a program to give out condoms to children as young as eleven, despite the protests of several thousand parents.

But some incredible testimony at a recent hearing came from Claire Connelly, president of the Gay and Lesbian Resource Center of Ventura County in California. According to reports in the *Washington Times*, Ms. Connelly testified that about \$3 billion in federal funds is going to local homosexual organizations each year. She said this money is "used for salaries and expense accounts for gay activists, to infiltrate the public

schools to espouse promiscuity and homosexuality, to establish meeting places for ... trysts, and to run a vast lobbying grid across the United States for gay militants. ... We now have sexually active gay men with AIDS who do not use condoms themselves providing sex education for children with federal funds."

As the president of one of these local homosexual groups, Ms. Connelly should be in a position to know.

The Best Money Can't Buy

The *Wall Street Journal* recently ran an interesting article on their editorial page by a home schooling mother. The article recounts how the mother, Sarah Bryan Miller, sent away a happy, eager child to school in kindergarten. However, her child's disposition and love of learning lessened each year in the school. By third grade, they had had enough, and decided to teach the child at home.

She reports that her efforts have been quite successful: "We gave the schools a bright, happy child, eager to learn and a joy to be near; they returned a miserable little snot who held the firm conviction that 'books are stupid,' and thought herself a failure. Nineteen months after my husband and I decided to teach our daughter ourselves, we again have a happy child, one who has cheerfully read her way through the 'American Girl' and 'Little House' books all on her own. It has not been an easy path, but it has been eminently worthwhile."

We often speak of the religious reasons for home schooling, but an article such as this one brings home the fact that schools, in their current configuration, are not very good places to try to teach children.

Home School Leaders in Rome

by Dr. Mary Kay Clark

The nine-day trip to Vatican City during Thanksgiving week by several Catholic home schooling leaders was nothing short of miraculous.

Each day began with Mass at St. Peter's Basilica. We literally spent hours in St. Peter's, praying, attending Masses and going to confession. We were in the chapel where the bones of St. Peter are kept, and touched the stone tombs of many of the popes. Many of us took the tour below St. Peter's where recent discoveries of St. Peter's bones and more of the first martyrs were buried.

We visited with His Holiness, Pope John Paul II, and several cardinals, archbishops, bishops, and priests in the Vatican from several Pontifical Congregations and Councils.

Besides myself and Father Robert Hermley representing Seton Home Study School, Ginny Seuffert represented *Catholic Family's Magnificat*, Katherine Moran represented Catholic Home Educators of Ohio, Marsha Neill represented Catholic Home Educators of Southern California, Patricia Estano and Mary Sheehy represented the Catholic Home School Association of Massachusetts, Diane Kilcommons and Beverly O'Callahan represented the Network of Illinois Catholic Home Educators, and Kathy and Bob Mulderink represented the Michigan Catholic Home Educators. Bob also represented the Catholic Home Schooling fathers of America!

Cardinal Edouard Gagnon, formerly of the Pontifical Council for the Family, was our host. He arranged many of the meetings for us, including our meeting with His Holiness. Cardinal Gagnon keeps a copy of my book *Catholic Home Schooling* on his coffee table, and a picture of a group of home schoolers on the wall of his entrance hall. No words or magnificent gifts could possibly thank His Eminence enough for all he did for us. We spent an evening with him, having dinner and good conversation. We

came away realizing that God has blessed the Catholic home school movement by having a deeply committed friend in Cardinal Gagnon.

The purpose of the trip was to explain Catholic Home Schooling to Vatican officials. We believed that this apostolate of the domestic church was not clearly understood by our Church leaders. We wanted to explain clearly that we are loyal to the Magisterium of the Church, and see home schooling as living out the Catholic Faith in the fullest possible way.

We visited many officials to explain about home schooling. We made short visits to a Byzantine journal editor, to Opus Dei, to the Legionnaires' Seminary, where we spoke with two home-schooled seminarians, one being the son of the famous Budke family who fought in the courts of Minnesota for parents' rights in home schooling. We visited briefly with the secretary at Cardinal Arinze's office, as well as an American priest in charge of the Ecclesia Dei office.

We had much longer visits with the heads of the Pontifical Congregations and Councils. For these, we had a planned and organized presentation.

Diane or Pat began by presenting a box of candy, a scrapbook of pictures, and schoolwork of Catholic home schooling children. Ginny Seuffert presented a statement from The Round Table of Catholic Home School Leaders, which sponsored and arranged the trip.

The statement, which was the result of a meeting of home schooling leaders from around the country, began: "Following the canons and traditions of the Holy Roman Catholic Church, together with the encyclicals and allocutions of the Church, we home schooling parents are those who teach our own children every branch of study within our own home, which the Holy Father Pope John Paul II calls 'the domestic church.' We accept and respond in a special manner to Holy Mother Church's admonition to 'beget and teach children physically, socially, culturally, academically, morally, and religiously' [Canon 226.2] and do so according to the teaching handed on by the Church."

As director of Seton, I explained how we integrate our Catholic teachings



Dr. Clark and members of the Round Table with Cardinal Pio Laghi.

with the academic subjects, and I displayed the books from the various subjects. I also demonstrated how the lesson plans help parents on a day-by-day basis. We left one copy of a Catholic speller, a bound volume of selected pages in various subject areas, and a copy of my book.

Katie Moran spoke about our loyalty to the Magisterium of the Church and our concern about vocations. She quoted extensively from a recent article by Bishop Curtis of Omaha who stressed the importance of loyalty to the Church, its teachings and traditions as a key to an increase in vocations.

Marsha Neill, who had just visited her daughter in a convent in Paris, explained how home schooling strengthens and encourages vocations because of our daily and integrated practice of our Catholic Faith. She also talked about the technology and ample educational resources available to Catholic families in America.

Pat Estano, presented a fine statement about her own daughters who are doing so well in college, one even obtaining scores in the 95th percentile. She stressed that she was able to successfully home school without a college education.

Beverly O'Callahan presented information about the success of home schoolers at prestigious universities, such as Harvard University and the Air Force Academy.

Katie Mulderink, a former certified teacher, spoke about how successful home schooling can be academically as compared with the difficulties of a classroom situation. Her husband Bob gave an excellent testimony by his presence, and spoke well for his decision to teach his children.

Father Hermley spoke about the difficulties regarding the CCD programs, and home schooling families obtaining the sacraments, especially of Confirmation.



Dr. Clark presents a copy of Catholic Home Schooling to the Holy Father.

The Response

The first response from the cardinals and bishops was an attempt to understand home schooling. They did not know that Catholic home schooling means we are teaching all the academic subjects at home with a Catholic perspective. They asked questions like, "You mean they don't go to a school at all?" Or, "You mean mothers and fathers do ALL the teaching?" Or, "Is that legal?" Or, "How can parents be qualified?"

We discovered that not only did we need to explain the full academic program which home schoolers are doing, but we also needed to discuss the ability of parents to teach the academics. We needed to discuss our educational ability as well as the tremendous technological and educational resources at our disposal, and point out the academic results. Once they heard those answers, the response to our home schooling apostolate was enthusiastic.

The week we were visiting was the eve of the vote in Ireland regarding divorce. Those in the Vatican were concerned that this last bastion of a Catholic

nation was crumbling with the vote on divorce. Our group from America represented 50,000 or more children involved in the daily practice of teaching the Faith, and preserving the children from the government-supported pagan onslaught. Well-educated in the Faith and in academics, children not only are being strengthened in family values, but vocations are abounding.

Archbishop Tarcisio Bertone, a canon lawyer who is Secretary for Cardinal Ratzinger for the Congregation for the Doctrine of the Faith, spoke with us for forty minutes. After showing him the Catholic handwriting book, he said, "What you are doing is a beautiful thing, teaching children to write using Catholic themes." He said that schools run by the state in Italy have no textbooks which teach about God. "Your kind of method of teaching will completely overturn [Godless teaching]."

Archbishop Bertone said, "The Gospel says that you will know it by its fruits, and the vocations are the fruits of your program." He encouraged us to follow the Marian Ministry of the Mother; Mary wanted to follow the will

of God, and to do her ministry in her home.

When we told the cardinal about 50,000 Catholic children are being home schooled, he clapped his hands! Then he said, "In many schools, there is such a separation between what the child learns and what the parents experience, and the parents don't have much control over that. This causes damage for the Christian formation of the children, while your method is putting the children and parents together in this process. This is wonderful. ...You have canonical approval for what you are doing."

We also met with Msgr. Cuthbert Johnson, Secretary for Cardinal Ortas of the Congregation for Divine Worship and Discipline of the Sacraments. Father's main concerns were whether parents had the ability to teach their children the academics and whether they had the time. He said he does support the idea of home schooling because there is so much bad influence in the society, especially through the television.

Cardinal Alfons Stickler, officially retired, praised the home schooling method. "This idea of teaching is wonderful, because it is not only a school for religious teaching but for everything." He said that "You Americans are much freer than in Europe because you have a young culture. ...You are a good example to Europe and other parts of the world. If you have sufficient experience, you can communicate [home schooling] to others in Europe." He hopes that the bishops will officially accept home schooling. He encouraged us to work with and through our parishes to promote home schooling. We must be concerned about all Catholic children.

Cardinal Jose Sanchez of the Congregation for the Clergy welcomed us cordially. Throughout most of our visit, Cardinal Sanchez asked us questions about our ability as parents to teach. At the end of our visit, he said, "I hope your movement will be a success. It is a good one, recognizing the obligation of parents towards their children. I hope the bishops will support your movement."

Cardinal Alfonso Trujillo of the Pontifical Council for the Family, was not able to meet with us, but his secretary, Father Peter Elliott, said he was very supportive of Catholic Home Schooling. His Congregation is concerned about parents' rights primarily in the area of sex education, and believes that schools and governments have simply ignored parents in their determination to promote their own agenda. He pointed out that many Church documents, and especially those written by this current Pope, support parents' rights in education.

Cardinal Pio Laghi of the Congregation for Education was very friendly towards us. At first the cardinal could not understand how mothers could do this, but then he remarked that what the schools take 3 or 4 hours to do, mothers could do in one hour. "At the same time, the housewife can have the children help." He also said that the sex education is a problem. "Certainly mothers and fathers are the best [teachers]." He said that when children of different ages are exposed to sex education, they are not all ready for the same information. "If they learn this in the wrong way, then you have fatal consequences." At the end of the interview, the cardinal said "I know that the Church relies on you. I think that [home schooling] is Providential."

His Holiness

Our group was able to attend the General Audience of His Holiness Pope John Paul II, obtaining second row seats. In addition to His formal speech, His Holiness gave an additional informal message. We felt the message was for our home schooling families of America as well as for Ireland.

"Dear Brothers and Sisters, ... My greeting goes ... to the Seton Home Study School group from the Diocese of Arlington. I extend a special welcome to the pilgrims from Ireland, and I invite you to pray all the more intensely in these days for the welfare of marriage and the family in your country. ... I urge everyone to reflect on the importance for society of the indissoluble character of the marriage bond."

After the General Audience, Father Hermley and I were able to personally meet with His Holiness for about three minutes. During this time, I explained about Catholic home schooling and showed him my book. He said, "**Good work!**" I said, "Thank you for supporting parents' rights in education." He also said, "**I give my blessing to you and all your families.**"

On the final Sunday of our visit, nothing was scheduled except Mass at St. Peter's. Though we waited and waited in line for the doors to open, they were not opened. Soon the guards put up a sign which indicated that the Pope would be saying Mass and that we needed tickets. After waiting for almost two hours, and with no tickets, the guards let us in. Since this was a celebration of the conclusion of a Byzantine Rite conference, there were many Eastern bishops and clergy.

Suddenly, as we were waiting for His Holiness to appear, a priest came and began speaking with Father. Katie Moran suddenly said, "We are Byzantine Rite." Immediately the priest answered, "Well, then, you must be moved up front." In a matter of seconds, we were rushed around St. Peter's, all the way up to the main altar, and then were seated just behind the rows of cardinals.

At the time of Communion, someone escorted us up to the main altar. We were so surprised and overcome with this great privilege, that most of us were crying. Only about thirty people received Communion from the Pope that morning, and we leaders of the Catholic home schooling movement in America were among them.

Our Communion were offered up for all the Catholic home schooling families. And we realized that this was a miraculous gift to us as a message to all Catholic home schooling families, that Jesus is pleased with the daily sacrifices we are making for the sake of our Faith, for our family, and for our children.



CONFERENCES

Raleigh, NC: February 3, 1996. Father Robert Hermley: Church Teachings on Home Schooling; Hugh Owen: The Father's Role in the Home Schooling Family; Ginny Seuffert: Home Schooling in the Large Family; Dr. Mary Kay Clark: How to Avoid Burnout; Dr. William Marra: The Rebirth of Catholic Faith & Culture Through Home Schooling; Panel on Discipline and Home Schooling; Paul Sullivan: Home Schoolers at College.

Kansas City, MO: February 17, 1996. Father Charles Fiore: Church Teachings on Home Schooling; Ginny Seuffert: Home Schooling in the Large Family; Dr. Mary Kay Clark: Discipline/How to Avoid Burnout; Paul Sullivan: Home Schoolers at College; Dr. William Marra: The Rebirth of Catholic Faith and Culture Through Home Schooling; Hugh Owens: The Home Schooling Father; Pablo Straub:

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The Sacramental Life; Ques. & Ans. session.

Long Island, NY: March 9, 1996. Father Brian Mullady: Church Teachings on Home Schooling; Ginny Seuffert: Home Schooling in the Large Family; Dr. Mary Kay Clark: How to Avoid Burnout; Dr. William Marra: The Rebirth of Catholic Faith and Culture Through Home Schooling; Hugh Owens: The Home Schooling Father; Panel: Discipline in the Home Schooling Family.

Tampa, FL: March 30, 1996. Fr. Charles Fiore: Church Teachings on Home Schooling; Ginny Seuffert: Home Schooling in the Large Family; Dr. Mary Kay Clark: How to Avoid Burnout; Dr. William Marra: The Rebirth of Catholic Faith & Culture Through Home Schooling; Dr. Mark Lowery: Father's Role in Home Schooling; Panel: Discipline in

the Home Schooling Family.

Support Groups

To preserve our cultural heritage, consider making a video of the history of a church in your area. Include icons, stained glass windows, paintings, mosaics, statues, architecture. Many churches have been lost, without pictures or a record of their art and history. Seton would be willing to buy some videos and make them available to other Catholic families.

Many state home schooling organizations are sending out literature for exhibitors for the spring and summer conferences. Please consider obtaining a table to advertise your organization. Seton will be happy to help you by providing **Catholic Home Schooling** for you to sell and help pay for your exhibit booth. State conventions need to have a Catholic representation.

EWTN Available on Mini Satellite Dish

EWTN has recently announced that it has reached an agreement with EchoStar's "Dish TV Network" to provide EWTN on the mini-satellite dishes known as Direct Broadcast Satellite. These mini satellite dishes are only 18 inches in diameter, but receive hundreds of channels just like larger satellite dishes.

For more information about receiving EWTN on a mini satellite dish, call EchoStar at 205-956-9537.

Books Available

Seton now has available *Exercises in English for Young Catholics II*. The book is written Hugh Owen and the Seton Staff, and covers Words and Sentences, Nouns, Verbs, Adverbs, Pronouns, Adjectives, Word Study, Powerful Words, A Friendly Letter, Dictionary and Library Skills, and Diagramming. The answer key is included. Cost: \$13.

Remember Dr. Clark's book, *Catholic Home Schooling: A Handbook for Parents*, is still available. This books covers just about every aspect of home schooling. Cost: \$15.

As of January 1, Seton Educational Media will be changing some prices. If you are ordering by mail, you might want to call to confirm current pricing of items.

Silent Perseverance, Cont'd

matter Jesus had to teach them *the need for humility and service*. Mary, on the contrary, never sought honor or the advantages of a privileged position; she always tried to fulfill God's will, leading a life according to the Father's plan of salvation.

To all those who often feel the burden of a seemingly insignificant life, *Mary reveals how valuable life can be if it is lived for love of Christ and one's brothers and sisters*.

Mary, moreover, witnesses to the value of a life that is pure and full of tenderness for all men. The beauty of her soul, totally offered to the Lord, is an object of admiration for the Christian people. In Mary, the Christian community has always seen the ideal woman, full of love and tenderness because she lived in purity of mind and body.

Faced with the cynicism of a certain contemporary culture, which too often seems not to recognize the value of chastity and degrades sexuality by separating it from personal dignity and God's plan, the Virgin Mary holds up the witness of a purity that illuminates the conscience and leads to a greater love for creatures and for the Lord.

Furthermore, Mary appears to Christians of all times as the one who feels deep compassion for the sufferings of humanity. This compassion does not consist only in an emotional sympathy, but is expressed in effective and concrete help when confronted with humanity's material and moral misery.

In following Mary, the Church is called to take on the same attitude towards all the earth's poor and suffering. The maternal attention of the Lord's Mother to the tears, sorrows, and hardships of the men and women of all ages must spur Christians, particularly at the dawn of the new

millennium, to increase the concrete and visible signs of a love that will enable today's humble and suffering people to share in the promises and hopes of the new world which is born from Easter.

Human affection for and devotion to the Mother of Jesus surpasses the Church's visible boundaries and fosters the sentiments of reconciliation. As a mother, Mary desires the union of all her children. Her presence in the Church is an invitation to preserve the unanimity of heart which reigned in the first community and, consequently, to seek ways of unity and peace among all men and women of goodwill.

In interceding with her son, Mary asks the grace of unity for all humanity in view of building a civilization of love, overcoming tendencies to division, temptations to revenge and hatred, and the perverse fascination of violence.

Our Lady's motherly smile, reproduced in so much Marian Iconography, expresses a fullness of grace and peace that seeks to be shared. This expression of her serenity of spirit effectively contributes to giving the Church a joyful face.

Welcoming, in the Annunciation, the angel's invitation of "rejoice", Mary was the first to share in the messianic joy foretold by the Prophets for the "daughter of Sion", and she passes it on to humanity in every age.

Invoking her as "causa nostrae laetitiae", the Christian people find in her the capacity to communicate the joy that is born of hope, even in the midst of life's trials, and to guide those who commend themselves to her to the joy that knows no end.