



Seton Home Study School

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“Under the Magisterium of the Catholic Church”

May 1996

Lily among Thorns

As we begin the month of May, we still have the perfume of the lilies of the Resurrection in our memories from the month of April. And the perfume of the lilies for the feasts of the Annunciation and of St. Joseph from the month of March.

The Lily, tall, straight, and white, and with a strong sweet perfume, also reminds us of Mary, Mother Most Pure, Immaculate Mary.

In these modern times, purity is a virtue which seems impossible. Perhaps it was as difficult in the past, but today the impurity surrounds us in the newspapers and television, radio and computers, books and magazines. Is there anyone who has not been tainted with the impurity which seems to reign in our society?

But there is also a purity of heart! Holy Mary, Lily among thorns, says one of the litanies, pray for us. Holy Mary, pure in every way, give us purity of heart as we walk through this life filled with thorns of impurity.

Even though the impurity of the society hammers at us again and again, we can retain our inner purity of heart, if you, O Blessed Mother Most Pure, will keep us protected. And please, Blessed Mother Most Pure, protect our children. Protect our children so they will keep *purity of heart*, so that they will remain Lilies among the thorns.

Help us, Immaculate Lily, to be the good example to our children we are called to be. Make our good example like the perfume of the lily, reaching into the minds and hearts and souls of our children, keeping them pure forever.

Help us, Immaculate Lily, to love the Church Herself, whose soul is the Holy Spirit and whose body is Christ's. Like Mary, the Church remains the Lily among the thorns of corrupt institutions in our society.

Jesus Christ, the Bridegroom, loves His Bride, the White Lily, the Church. We cannot say we love Jesus Christ and not love His Bride, the Church.

Sometimes it seems that the thorns are about to choke and overcome the Lily, but the thorns can only cover and darken the “outside walls” of the Church, not its inner sanctuary of holiness. Inside, the Church in Her true doctrines, Her life-giving sacraments, and Her steady morality remains as white and pure and sweetly perfumed as the White Lily.

No person, no legislator, no president, no priest or bishop or even pope can darken the brilliance of the purity of the Bride of Christ, His White Lily among thorns. No sin of its personnel, whether it be a heinous revolt or arrogant ingratitude can destroy the truth of the Church's doctrine, the essential power of the sacraments, or the immutability of Her morality.

Impurity and its terrible offsprings of fornication, contraception, pornography, homosexual acts, child abuse, adultery, and abortion are long dark thorns that choke society.

Standing by the Church, guarding its inner sanctuary of holiness, is the Blessed Virgin Mary. She is the flaming sword of purity that turns away the rebellion and arrogance of the impure. She is the inn and haven of the Good Samaritan, who welcomes and heals the repentant sinner so he can return to the Church's inner sanctuary of holiness.

Cling to the Church! Cling to Mary! She will keep you in the holiness of the Church. She will teach you the loveliness of the Church, the Bride of Christ. Jesus has a holy passion for His Bride. Jesus “loved the Church and gave Himself up for her, that He might sanctify Her, having cleansed Her by the washing of water with the Word, that He might present the church to Himself in splendor, without spot or wrinkle or any such thing, that she might be holy and without blemish.” Ephesians 5:25-27.

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Teaching Twelfth Grade

by Dr. Mary Kay Clark

12th grade is the end of the home schooling road for most students, so they are anxious to finish. No more anxious than parents, however.

The usual problem in 12th grade is that students are working a part-time job which interferes with the schooling, not only because of the time constraints but also because students mentally are occupied with thinking about their futures.

Seton has tried to lessen the writing assignments for this grade so students can spend time on their jobs or preparing for college.

Most students take their SAT or ACT tests in the previous grade, but some take them in 12th, especially if their first score the previous year was low. In fact, if students want a scholarship, they should try anyway in the fall of their senior year to try to improve their score.

Students should be taking an SAT or ACT preparation class during their regular home schooling day, using a text-workbook from Barron's which can be purchased at a bookstore, or from Seton. In many cities, local classes are available for \$300 or so.

At this point, just about every college welcomes home schooled students, the only problem being with state schools which have bureaucratic regulations. With state

schools, a student may need to take the GED, even though students may have obtained high scores on the more difficult SAT.

Catholic colleges we recommend are Christendom College, Magdalen College, Franciscan University of Steubenville, Thomas More College, and Thomas Aquinas College.

Students who want to go into the military or military academies also face the bureaucracy. While we have had Seton students accepted directly into the military, the red tape and paperwork is often time-consuming and exasperating. An easier road is to enroll for one semester in a local college, and from there go on to the military. Such students enter "from college" without any trouble.

In looking ahead to college, home schooled students will find it is especially useful to be enrolled in a high school program such as Seton's. Transcripts from a high school program which show credits, grades, and "normal" high school courses make college entrance much easier, without questions. We have known some students who were home schooling without a program who were required to take additional SAT or ACT exams in subject areas, such as in English, a foreign language, History, and so on.

As an aside, Seton College will be accepting students in the next

year or so, for Freshman and Sophomore courses. Seniors who finish early and would like to take advanced courses, or graduates who want to take additional courses before going away to college may be interested in enrolling in one or more Seton College courses.

The Senior Program

All seniors need to take the senior British Literature course, English 12, based on an excellent Catholic text *Prose and Poetry of England*. Unlike the previous English courses, this course combines literary analysis with a survey of British literature. This course does not require essay writing.

Perhaps the most helpful hint in taking this course is to keep at it and answer the questions after each selection as soon as possible. Sometimes students think they can read the selections and put off answering the questions. But if the questions are not answered for several days, they will be more difficult to answer, and this will result in further delay and frustration.

The Religion course is based on a text written by Dr. Anne Carroll, *Following Christ in the World*. Seton is currently revising this course, and has received ecclesiastical permission for publication. The revised lesson plans contain supplements on recent papal encyclicals. Finally, the entire content of the course has been referenced to the new *Catechism of the Catholic Church*.

Religion 12 is a challenging but rewarding course, showing

how the perennial truths of the Catholic Faith shed much needed light on many contemporary issues. The course clearly demonstrates how the Catholic Church is the true Church of Jesus Christ.

Seniors are required to take a course in American Government, using a Christian text approved by a Catholic political science professor. The professor added comments in the lesson plans to offer even greater insights into the significance of events from the Catholic perspective. Included in the course is a study of *The Federalist Papers* and the encyclical *On Social Reconstruction*.

Most students also take the second year of a foreign language since most colleges require that for entrance. We encourage Latin since it is the language of the Catholic Church, and because it is especially helpful in many professional careers, such as in medical and legal careers. Students may also take French, Spanish, or German.

Some students continue their foreign language course over the summer previous to their second year to keep the vocabulary fresh in their minds. This is one subject in which the student needs to be sure to practice every day. Even a little bit of drill on Saturday would help. Attending a weekly local conversational "class" or group session could be very useful.

A course which we are now encouraging seniors to take if they did not have it earlier is Geography. It is a substantial course, using a secular text since no Christian or Catholic text is available.

The text contains many "politically correct" views on population growth, ethnocentrism, communism, multiculturalism, and globalism. The lesson plans contain the Catholic perspective on these issues.

This is probably the most underestimated course we have. Those who have taken it, and parents who have taught it, realize that it is chock full of geography as well as important and useful information about political philosophies. Students need to realize that today, in the schools of America, geography is not simply memorizing rivers and lakes, capitals and resources. Today it is taught with a government-approved worldwide philosophy, which must be challenged by the Catholic viewpoint.

A wide range of additional courses are available as electives, such as health, nutrition, physics, computer programming, pre-calculus, economics, and Shakespeare. A high school catalog explaining all the courses is available upon request.

Twenty-two credits are

needed for graduation from Seton, but two may be non-academic. These may be courses taken locally, such as ballet, skiing, computer programming, waterpainting, piano, home economics or any course approved by Seton.

While many students look forward to graduating from high school and look forward to "no more books," we hope and pray that our Seton program helps graduates to begin a program of lifelong learning that will lead them ultimately to gain more knowledge and consequently more love of Jesus Christ.



The advertisement features a vertical title on the left: "Seton Educational Media Catalog" in red, with a red cross symbol at the top and bottom. The central image shows a computer monitor and keyboard, a VHS tape, an open book with "'95-'96" written on the pages, a floppy disk, and a CD-ROM.

For a free catalog of materials for sale, write to Seton Educational Media, 1350 Progress Drive, Front Royal, VA 22630. Or phone 540-636-9996.

Hooked, Lies, and Stinkers

The April issue of *Success Magazine* ran a very interesting piece on the rise and fall of Hooked on Phonics. It seems that the phonics program got its start when John Shanahan developed a few jingles he put on tape to help his son, Sean, with his reading. Some of the other parents in the neighborhood heard about the tapes and began asking if their children could use them. In 1986, Shanahan founded Gateway Educational Products to market the Hooked on Phonics program.

The Hooked on Phonics program quickly became incredibly successful. With the disaster that the look-say (whole language) method has caused so many children learning to read, there was a natural and huge market for this kind of simple, phonics-based reading program. Shanahan's radio and television campaign was heard and seen everywhere, and the response was overwhelming. Sales went from \$100,000 in 1986 to \$6 million in 1987, and kept climbing each year through 1994, when they grossed \$133 million.

Unfortunately for Shanahan, the Federal Trade Commission decided in 1994 to investigate the claims made in Hooked on Phonics advertising. The company had been using testimonials of young people who had learned to read, and from parents of children whose reading had improved. Although the ads were true enough, the FTC said that the ads could be misleading since no scientific study of the effectiveness of Hooked on Phonics had been done. Shanahan knew that the program worked, but he didn't have statistics to prove it.

Eventually the FTC and Gateway reached a settlement which called for Gateway to somewhat modify its ads pending research into the effectiveness of the Hooked on Phonics program. Gateway and the FTC were to remain silent on the settlement until it was announced on December 14, 1994.

On December 13, 1994, Dateline NBC (of exploding truck fame), aired a program on Hooked on Phonics saying

that "The Federal Trade Commission has charged Hooked on Phonics with deceptive and misleading advertising." The next day the FTC announced the settlement. The day after that a class-action lawsuit was initiated against Gateway on behalf of a few dissatisfied customers.



After this flurry of negativity, users of the product rallied to Gateway's support. The FTC was deluged with letters from parents, who complained that the FTC was targeting Hooked on Phonics because it was a thorn to professional educators since it pointed out their shortcomings. A former FTC chairman said that the FTC campaign seemed to "suggest efforts to use the power of the state to suppress a competing technology."

The negative publicity decimated the company. From \$133 million in 1994, sales plummeted to \$18.5 million in 1995. Almost two-thirds of the employees at Gateway were laid off. In October 1995, Gateway had to file for Chapter 11 protection from creditors.

But, things now seem to have turned around somewhat. Studies have now been completed and show a positive result from using Hooked on Phonics. Shanahan is hoping for sales of \$80 million in 1996. And he may establish a chain of schools that will use Gateway products, and will offer a money-back guarantee. Let's see public schools match that one.

Pain? I Don't Feel Anybody's Pain.

Our compassionate President recently vetoed, as promised, the partial birth abortion bill. The President let it be known that he had spent time in prayer before the veto. He has mentioned many times during his term of office that he prays. He has not revealed who or what it is that he prays to.

The very idea that the President would veto such a bill is rather sickening. Fortunately, the response has been quick and severe. All the Cardinals of the United States issued a joint statement denouncing the "shameful veto," and have asked parish priests to encourage parishioners to write to Congress to support a veto override. And even the Vatican issued a strong statement of condemnation.

Joseph Sobran reports in the *Wanderer* that even people, especially Catholics, who are generally pro-abortion can't stomach this one. Mary McCrory, the liberal Catholic columnist for the *Post* said that she and her friends were shocked by the veto.

Frank Morris, writing in the *Wanderer* says that maybe we should use the logic of Portia against Shylock. Sure, doctors and mother are allowed to kill the part still inside the mother. But if from this, the part of the baby outside the mother dies as well, it will be considered murder.

With this veto, the veil has been dropped. Partial birth abortion is infanticide, pure and simple. And that is the whole point of it. The road to hell is a descent of so many small steps that you can't even tell you're going down until you're there. You start with abortion for hard cases, early in pregnancy. You end by saying that any inconvenient life can be terminated at any time. Try reading some of the arguments by pro-abortion people and substitute "infanticide" for "abortion." But, not to worry, partial birth abortion won't be around for long. It's just too much trouble to hold a head in the birth canal while killing the baby. So much simpler to just wait until the whole baby is out and then kill it.

Importance of Catholic Materials

We are sometimes asked why we write so many of our own Catholic books instead of using some of the secular books that are available. If good books are available that don't contradict Catholic teaching, the question goes, why not use those?

That is a good question. Indeed, books from major publishers usually have many color photographs and extremely high production quality. Although at Seton we are constantly trying to improve quality, we cannot yet attain the quality of major publishing houses for the one or two thousand copies of books which we print.

The question really is, just how important is it to have materials which stress Catholic truths? The recent book *Homeward Bound* by Kimberly Hahn and Mary Hasson seems to de-emphasize the need for Catholic materials. They write, "...it is more imperative that schools provide identifiably Catholic books than it is for Catholic families to do so." (p. 165)

Pope Pius XI, in the great encyclical *Christian Education of Youth*, writes of the need for religion to permeate the whole of the learning enterprise: "...it is necessary that all the teaching and the whole organization of the school, its teachers, syllabus and textbooks of every kind, be regulated by the Christian spirit, under the direction and maternal supervision of the Church; so that religion may be in very truth the foundation and the crown of youth's entire training...."

Using identifiably Catholic books is of great importance for two main reasons. The first reason that Catholic materials are important is that they provide a reliable source for a child's education. Secular books, even ones which do not directly contradict the Catholic Faith, do not give the Catho-

lic perspective. They are not "regulated by the Christian spirit." This is especially true in subjects such as history and science, but is not limited to these. Weaving the Catholic Faith throughout all subjects shows the child that the Faith is important in all areas.

Even if a secular book does not contradict the Faith directly, it is still possible that it has underlying themes or attitudes which are not in line with the Faith. Even the omission of God sends a message that this subject can be properly learned and understood without reference to God or the Church.

The second reason that Catholic materials are important is one which was originally brought to us from Pope John Paul II through Father John Hardon. Several years ago when Father Hardon mentioned home schooling, His Holiness said that home schooling was especially important because parents would learn the Faith while they taught their children.

It is a sad but true commentary on contemporary Catholic education that many Catholic parents are in varying degrees unaware of their Catholic Faith and heritage. Even if they attended Catholic schools, many parents did not receive a firm foundation and grounding in the Faith. And since popular Catholic devotions have been de-emphasized in recent years, they do not know about such things as the scapular, novenas, Benediction, and relics.

It is optimistic to say that parents will simply make up for what may be lacking or incorrect in non-Catholic books. This is difficult or impossible when the parents themselves do not have the knowledge.

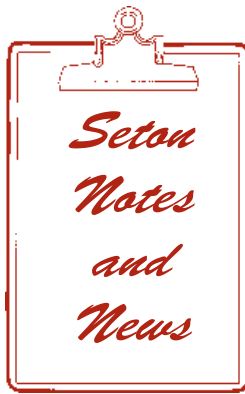
Even teachers in Catholic schools, who presumably have formal train-

ing, fail in this area. In one large diocese in the Midwest, the head of the diocesan schools reports that she has a serious problem with teachers not knowing and not being able to integrate the Faith. Since the Catholic schools use secular rather than Catholic textbooks, another generation of children is going through school without learning the Catholic Faith and traditions.

Another example of the importance of Catholic materials came to us just the other day. We received a letter from a woman who was not Catholic. However, her husband and children were Catholic and she had been using the Seton materials to home school. After several years of teaching religion to her children, she finally came to accept the Catholic Faith herself. She was received into the Catholic Church at the Easter Vigil earlier this year. This is not the first such conversion story that we have received.

This is why we think that Catholic materials are so important, and why we exert so much effort to make Catholic materials available to families. Indeed, Seton has become the leading publisher in the United States of Catholic workbooks and textbooks.





CONFERENCES

Milwaukee, WI. June 8, 1996. Seton Conference. Father Charles Fiore: Church Teachings on Home Schooling; Ginny Seuffert: Home Schooling in the Large Family; Dr. Mary Kay Clark: How to Avoid Burnout; Paul Sullivan: Home Schoolers at College; Father Pablo Straub: The Sacraments; Dr. William Marra: The Rebirth of Catholic Faith & Culture Through Home Schooling; Curtis Martin (of CUF): Father's Role in the Home Schooling Family; Panel: Discipline in the Home Schooling Family.

Orange, CA. June 15, 1996. Conference sponsored by Seton and Southern California Catholic Home Educators. Father Robert Hermley: 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; Mrs. Mary Ann Shapiro: Standardized Testing; Dr. Mark Lowery: The Home Schooling Father; Mr. Kenneth Clark: California Law; Panel on Discipline. Curriculum fair.

Denver, CO. July 5,6. NACHE Conference. Seton exhibiting.

Seattle, WA. July 5,6. NACHE Conference. Seton exhibiting.

Manassas, VA. July 12, 13. NACHE Conference. Seton exhibiting.

Syracuse, NY: August 2,3. NY Parent's Assoc. of Catholic Educators. Speakers: Fr. George Rutler, Fr. Albert Shamon, Fr. Mark Williams, Fr. Ray Ryland, Ginny Seuffert, Dr. Mary Kay Clark, Jim Likoudis, Dr. Philip Mango. Thirty workshops, book & curriculum fair. For further information, call Jackie Schillinger at 315-689-1394 or Matthew McCabe at 315-689-9628.

Flexibility

Please don't hesitate to call if you have a question about wanting to make changes in the program. We have seven full time counselors on duty to answer your questions: Father Constantine, Robert Wiesner, Jacinta Sauer, Janet Hartley, Charlie Bak, Tom Nelson [specializing in Math and Science], and Mark Gallagher [specializing in English]. Questions about transcripts and report cards: Ask for Sarah Dateno for high school, Sharon Alessandro for grade school.

Internet

Seton has some new e-mail addresses. Our general address is:

Seton@Shentel.Net

Several Seton departments have their own addresses as well:

SetonDTP@Shentel.Net (Publishing)
SetonTch@Shentel.Net (Teachers)
SetonAdm@Shentel.Net (Admissions)

Christendom College

We would like to remind parents and graduating seniors that Christendom College in Front Royal, Virginia, welcomes Seton Home Study School graduates. Many Seton graduates currently attend Christendom, and many others have graduated from Christendom.

Christendom College has been listed by several publications as one of the top liberal arts colleges in the country. It's curriculum is traditionally Catholic and seeks to form the whole person, mind, soul and body. Majors include theology, history, literature, political science, and philosophy. For admissions information, contact Mr. Paul Heisler at 540-636-2900.

Book Returns

A note from Seton's Receiving Department: When returning books to Seton, be sure that your name and address are clearly marked so that your account can be properly credited. Also, remember that if you use a mailing service, they will put their own address on the box and not yours. So, please include a note **inside** the box telling us who the books are from. Thanks.

Summer Camps

The Franciscan Friars of Mary Immaculate are running summer camps for young people this summer. They will have a boy's camp and a girl's camp in Alberta, Canada in May and June. They will have a girl's camp in Wisconsin in June, and a boy's camp in Ontario in July. For more information, contact the Friars at 360 Main St., Cromwell, CT 06416.

Magdalen College in New Hampshire is offering a summer camp program for teens aged 14-18. Three two-week sessions throughout the summer are available. For more information, contact Mr. Paul Sullivan, Magdalen College, 511 Kearsarge Mtn Rd, Warner, NH 03278, or call (603) 456-2656.

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Essential Values

Even amid the difficulties of the work of education, difficulties which are often greater today, parents must trustingly and courageously train their children in the essential values of human life. Children must grow up with a correct attitude of freedom with regard to material goods by adopting a simple and austere life-style, and being fully convinced that “man is more precious for what he is than for what he has.”

In a society shaken and split by tensions and conflicts caused by the violent clash of various kinds of individualism and selfishness, children must be enriched not only with a sense of true justice, which alone leads to respect for the personal dignity of each individual, but also and more powerfully by a sense of true love, understood as sincere solicitude and disinterested service with regard to others, especially the poorest and those in most need.

The family is the first and fundamental school of social living: as a community of love, it finds in self-giving the law that guides it and makes it grow.

The self-giving that inspires the love of husband and wife for each other is the model and norm for the self-giving that must be practiced in the relationships between brothers and sisters, and the different generations living together in the family.

And the communion and sharing that are part of everyday life in the home at times of joy and at times of difficulty are the most concrete and effective pedagogy for the active, responsible, and fruitful inclusion of the children in the wider horizon of society.

- *Familiaris Consortio*