



# *Seton Home Study School*

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*"Under the Magisterium of the Catholic Church"*

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## *Our Lady of Consolation*

The Basilica and Shrine of Our Lady of Consolation is located in Carey, Ohio.

The Blessed Mother, in the statue of Our Lady of Consolation, is dressed as a queen, with white brocaded veil and gown. She is holding the Child Jesus, Who is dressed as a King, similar to the Infant of Prague, in white brocade. Both are wearing elaborate crowns.

Our Lady is holding Jesus out to us on her left arm, as He raises His right hand in a blessing, while His left hand holds the globe with a cross on top.

In her right hand, Our Lady of Consolation holds a royal scepter, topped by a globe with a cross. Hanging from the scepter is a very large key with a large letter M.

It would seem that Our Lady of Consolation is telling us that Jesus is the answer to our trials and tribulations, as she holds Him out to us. And that, by His cross, He conquers the world. Another message might be that our own crosses, in conjunction with His, will work to change the hearts

and minds of those who oppose His will.

Our Lady, Queen of Heaven, offers us a sure consolation, as she displays not only the sign of her authority with Her Son, Jesus, but also her personal key to the heart of Jesus. She is the key to the hearts of many, but especially mothers who need consolation.

Blessed Lady of Consolation give us home schooling mothers your special consolation as we pursue our vocations as wives, mothers, and teachers of our children. Console us, Blessed Mary, that as we home schooling mothers have rejected the popular culture all around us and have chosen the path of Jesus, give us the key to be successful in reaching the hearts and souls of our children.

Our Lady of Consolation, console us with the understanding that the trials of today are helping to make our children stronger for the difficult days ahead. Console us with the recognition that these tests bring our family closer to your Son, both now and in eternity.

Teach us, Blessed Lady, to be good, to be holy, to be wise in deal-

ing with our children, the diamonds we need to cut and polish before they are presented before the heavenly throne of your Son.

Blessed Lady of Consolation, help us to console, both our husbands and our children, when they need consolation from us.

Console us, Blessed Lady of Consolation, by reminding us frequently, that we need to be persistent in our home schooling, we need to be persistent in our training of the minds and hearts, the intellect and wills, of our children.

Console us, Blessed Lady of Consolation, with the knowledge that with this Catholic training, they will come to have a passion for Jesus and His Church as you have. Help everyone in our families, Blessed Lady of Consolation, to grow in our devotion to you and your Son.

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## *Frequently Asked Questions*

*by Dr. Mary Kay Clark*

Here are answers to a few typical questions we receive from parents.

**Question: "I have a daughter who is very bright in reading. She reads at the 4th grade level although she is only eight years old. She is in 3rd grade religion, but in 2nd grade math and English. Should I move her to the same grade level in all subjects?"**

It is not necessary to put a child on the same level in all subjects. All through school, a student may do very well in one subject, but not do as well in other subject areas.

The grade level is determined by the reading level. Other subjects usually can be done at the same level as the reading. There are exceptions to this rule if a child does not have the understanding to take a higher level course, in science, for example.

However, subjects related to the reading usually can be moved up to the reading level, such as spelling and vocabulary. Some parents work with their child over the summer in an area in which the student is at a lower level, so the child can be up to grade level by September.

**Question: "It is nearly the end of the year, and my ninth grader is finishing up only the third quarter. Does she have to do the fourth quarter during the summer?"**

It is important that as our children go through high school, they learn to take responsibility. As parents, we recognize the importance of finishing a job, and finishing it in a timely manner. Finishing up the work in the summer sends the message that jobs should be completed.

Actually, most students would prefer to finish their work up over the summer anyway, rather than start the new year in September with last year's books and assignments.

We recommend that high school students who are behind give Seton a call. There are many ways to "speed up" the work, such as doing some of the written assignments orally on a tape recorder. Sometimes lessons can be shortened, such as omitting some of the Algebra problems in a lesson. Tests need to be done, however.

Another tip for high schoolers who feel they are behind is to do only one subject, the one closest to being finished, all day long every day until it is finished. This means it won't "drag out" over the summer, and they quickly finish up and earn a credit. Then they can take the next subject and do it the same way. Because it is intensive and concentrated study on one subject at a time, it can usually be done more quickly.

Whenever possible, high school students should be doing their work on the word processor rather than writing out the essays and reports. This not only speeds up the production, but also gives students an opportunity to correct their work quickly. Students who use a computer consistently obtain better grades because it is easy for them to improve their assignment.

The summer is a good time for high school students to learn how to use a word processor. Courses are available from Seton, and from local public and private schools and libraries. Tutorial software for major word processors (WordPerfect, Microsoft Word, WordStar, etc.) should be available at your local computer store.

High school students may want to consider starting their reading assignments in the summer before they start their classes in September. Reading the books for book reports and getting them done early will take off some pressure during the school year, and help them to finish up on time.

**Question: "What do I do about a boy in sixth grade who daydreams? His work is falling more and more behind each day."**

It is always important to talk to our children about responsibility to God to use our talents, to use our time, to do good, to learn more about God. We need to talk about the patron saints and our "sacrifice" of schoolwork not being anywhere near as difficult as that asked of the saints.

Also, it is important to keep daydreamers alert to the job at hand and on schedule. One thing is to keep them moving. Boys by nature want to move about. They can be walking around the room and reciting their spelling words, or their math facts, or vocabulary definitions. How about a stand-up desk for doing workbook assignments?

Daydreamers need to be tied to a schedule and a time clock. They need to keep moving along, with a change in the schedule every half hour as the alarm clock rings. Now if a child wants to continue his study of the subject, by all means give him the time. But normally day dreamers need a frequent change of pace.

The daily schedule needs to include chores between classes, such as sweeping the floor, putting on a load of laundry, folding and putting away laundry, and other small but physical jobs.

Daydreamers should be accountable to their fathers when they come home from work. Dad should ask for the papers the child did during the

day. Children are more motivated to finish their assignments when they know Dad will be checking on them. It helps daydreamers also, if Dad would teach a class in the evening or on the weekend.

**Question: “What do I do about my little girl in first grade who just does not understand the math?”**

Relax. She is probably doing well in reading, spelling, and handwriting, and other subjects. Math is not as interesting to little girls, as a general rule, as reading. It requires a different kind of thinking than is required in the reading process. It is likely she is not quite ready for the math concepts.

Nevertheless, you want to present the math lessons each day, because eventually it will “click” and she will begin to understand math concepts. Some little girls don’t “click” however until second grade. So be persistent, but be patient.

On the other side of the coin, we have mothers call who say their little boys are doing so well in math, but just don’t seem interested in reading. This is normal for most boys; it just takes them a little more time to become interested, and to be motivated.

You need to keep presenting the phonics material, as well as to keep reading stories in order to encourage them to want to read. One trick is to stop in the middle of a sentence and ask them to “sound out” a word. If they are interested in the story, they will want to try to read the next word.

Sometimes older brothers and sisters can help in the teaching of math and phonics to younger siblings. Often their own experiences in learning the material can help. So consider making an older child a “teacher’s aide.”

**Question: “I have had medical problems and have been in the hospital, and now my children are behind in their studies. What can I do to help them finish up by June? Should I put them back in school to finish out the year?”**

It is difficult sometimes to get out of the grasp of the public school schedule. But it really is arbitrary. We are not tied to the public school schedule. Even if there are state rules about when achievement test scores need to be submitted to the local school district, we have found that when it is explained that a family is on a different schedule, especially for medical reasons, there is not a problem.

Don’t consider putting your child in a school if possible. What is happening in the schools today is so dangerous to the spiritual health of children, particularly now with the Outcome Based Education, Goals 2000, and sex education. Even in Catholic schools, your values may be undermined. The books and teachers often are not Catholic.

Try to ask your husband or a generous home schooling mother in your area to help with the home schooling while you are in the hospital. When you return home, someone might still help you while you are recovering. Often you can supervise the home schooling from your bed at home. Children will have missed you while you were in the hospital, and it will be reassuring to them as you continue the home schooling pattern and habits.

When there are problems in the family, it is more important to pull the children closer to you than to push them off to school. They want to know what is happening and be a part of working out the solution. Putting them into a school makes them turn to immature peers for answers.

**Question: “I have two pre-schoolers who interrupt when we are home schooling. What should I do?”**

The pre-schoolers are part of the family too, and they should be kept in the home schooling situation. However, it may not be necessary for all the subjects to be done in the same room with the pre-schoolers. For instance, once you have shown an older child how to do his math assignment, he can go to his room, or into the study, or recreation room, or classroom, and do the assignment.

Reading may be done when the little ones are napping, or perhaps with Dad when he comes home. Some children do one subject with Dad before he goes to work. Some mothers begin a class before the babies wake up.

Mothers sometimes say that toddlers run around the house, and pull things out of drawers or kitchen cabinets. In this case, you need to move furniture in front of the room exits, or in some way block exits so your children remain in your sight. Sometimes when smaller children are playing outside, you can teach your other children at the picnic table. Some families go to the park for some of their home schooling, and the toddlers play in an enclosed area.

Some mothers ask a neighbor to take a toddler to play with the neighbor’s toddler for a couple of hours once or twice a week. Sometimes grandmother comes over to play with the toddlers once or twice a week while mother teaches the older children.

If toddlers are disruptive because they are whining or pouting or complaining or just want Mom to serve them, toddler discipline may be in order. Dr. James Dobson’s books, *Dare to Discipline*, *The Strong-Willed Child*, and others can be very helpful.

## Time for a Change

Two recent articles in the *Wall Street Journal* demonstrate the extent to which public opinion can shape behavior.

The first example is the campaign against AIDS. According to a lengthy article in the *Journal*, a conscious decision was made by the government in the summer of 1987 to overstate to the public the chances of contracting AIDS, by saying that everyone was at risk. As the *Journal* reports, "While the message was technically true, it was also highly misleading. Everyone certainly faced some danger, but for most heterosexuals, the risk from a single act of sex was smaller than the risk of getting hit by lightning."

The government knew that the high risk groups were homosexuals and intravenous drug users. But, they believed that if the public perceived that AIDS was limited to these small groups, most people wouldn't care about AIDS. In order to get the funding they needed for research and for patient care, the decision was made to try to scare people into thinking they could contract AIDS themselves. To foster this view, the government used pictures and spokespeople that showed "ordinary" people who had AIDS. In fact, many of these ordinary people were homosexuals or drug users, but they were never identified as such.

The government-sponsored ad campaign proved highly effective, due in part to the sheer extent of the effort. By 1988, 69% of Americans believed that an AIDS epidemic was coming. In a poll taken in 1989, 80% of adults said that they had seen an AIDS public-service announcement within the last three months. The *Journal* writes, "Millions of people were thus sold and resold on the message: Though AIDS started in the homosexual population it was inexorably spreading, stalking high-school students, middle-class husbands, suburban housewives, doc-

tors, dentists, and even their unwitting patients."

As public awareness of the "danger" increased, so did funding for AIDS-related efforts. Funding for medical research climbed from \$341 million in 1987 to \$1.65 billion in



1996. Money for AIDS prevention increased from \$136 million in 1988 to \$584 million in 1996.

A side-effect of this campaign has been the end of the sexual revolution. The days of casual sex are over, and people are much more careful and reserved in what they do. The popular culture reflects this. In the early 1980's, television shows such as *The Love Boat* and *Fantasy Island* portrayed casual sex as something good and natural. But a show with that kind of reckless unconcern would be impossible now. And the Catholic Church's teaching that sexual expression is to be reserved for marriage seems to be the most reasonable course for everyone. AIDS has literally transformed American life and popular culture.

The other article in the *Wall Street Journal* deals with drug use by teenagers. After hitting a high in 1982, drug use fell consistently each year through 1992. Then, drug use started to climb and has been increasing each year.

In the mid to late 70's and early 80's, drug use was widely portrayed in popular culture as something "cool," or at least not something very bad. But with the war on drugs, and Nancy Reagan's "Just Say No" campaign, drug use began to be frowned upon. It would be difficult these days to find a television show or movie which shows drug use to be good.

But in 1992, Bill Clinton came into the White House and brought a new attitude. Drugs were no longer seen as so evil, and more emphasis was placed on treating drugs as a therapeutic, rather than a criminal, problem. The office of the Drug Czar was gutted, and one hardly ever heard from the Administration about the evils of drugs.

But the new attitude was not just a public policy problem. It was also an image problem in the White House. Mr. Clinton was our first President ever to admit to having smoked marijuana. And several members of the White House staff had trouble getting security clearances because of past drug use. It wasn't that Mr. Clinton or his staff condoned drug use, it was simply that they didn't seem to think drug use was so bad, and even if they did, they had very little credibility on the subject since they had abused drugs themselves.

It is hard to say for certain, but this new attitude seems to have been passed along to young people. The type of people who had scorned Nancy Reagan's "Just Say No" campaign were now running the country, and they weren't saying anything about drugs. Without this reinforcement, drug use went up. It may seem unfair to blame Mr. Clinton for this, but the numbers on drug use are so striking, it is hard to miss the point.

These two campaigns—drugs and AIDS education—point out that public attitudes can be changed on issues. And they can be changed quickly.

## The Coach

by Pat Walker

Seton Learning Disability Specialist

Having just returned from an intense three-day training institute on "Coaching," I was trying to assimilate all of the information and techniques which I had just learned. As I sorted through the material, I began to formulate my own definition of coaching. My conclusion was that coaching is a means to help others incorporate direction, structure, emotional support, accountability, and accomplishment in their daily lives.

After re-reading my definition, I realized that the Seton Home Study program strives to provide those same goals while incorporating the teachings of the Catholic Church into its academic program.

The elements of direction and structure are sometimes criticized by those who plan to do homestudy with their children. The idea of unplanned curriculums appeal to some, but the reality of providing the necessary academic elements into such an unplanned program can be difficult.

Several years ago, when my husband and I saw the need to withdraw our son from the public school system, home schooling was a new idea. Since we did not know of any home schooling programs, and since we are both college graduates who had taught elementary, high school, and college courses, we decided to design our own curriculum. We used the books which our son had been using in school and began his program. It was a challenging, rewarding, and truly exhausting experience. At least we had the books which told us what should be covered on his academic level, but the rest was up to us.

We determined how much material needed to be studied each quarter and created the tests. We had

neither teacher's guides nor answer keys as we proceeded in the education process. Because our son needed to be challenged intellectually, we expanded beyond the text books in the areas of history, literature, math, and written expression. There was no doubt that he covered more material than his peers in school, but I did not have a free moment from planning, to preparation, to grading until June. I am not sure who was more relieved when the last week of our program arrived, our son or his parents!

We had to create the direction, structure, support, and accountability for ourselves. The accomplishment arrived with a great sight of relief.

The value of a structured academic program, such as Seton's, is that it provides the direction, structure, support, and accountability needed; and it allows the parents, as teachers, to focus their energy on the subject matter and the teaching of it to their children.

So, look to Seton as your home schooling coach, and enjoy the accomplishments.

## Violation in Pennsylvania

Sometimes you hear a story and just automatically think it is too absurd to be true. This is one of those stories, and it is true.

On March 19th, 59 sixth grade girls were forced to disrobe and undergo genital exams at J. T. Lambert Elementary School in East Stroudsburg, Pennsylvania. Several of the girls protested the exam and even asked to call parents, but all protests were brushed aside, and each and every girl was *forced to submit*. The school denies that any internal examination was done, but some of the girls, and their parents, claim that an internal examination was performed.

Now, these are 11 and 12 year old girls, asked to take off their clothes and lie spread-eagled on a table while a doctor examines them to determine if they have been sexually abused. Well, here's a bulletin for the school and the doctor--they have been abused!

The school claims that it sent home permission slips. Some parents report that they did receive permission slips, but that the slips mentioned a routine physical, nothing about a genital exam. Other parents never received permission slips. At least one parent returned a slip refusing permission. Nobody at the school cared. Every girl in the class was physically forced (it is reported that a nurse blocked the door) to undergo sexual abuse at the hands of the doctor.

On a positive note, the Rutherford Institute filed suit against the school district on May 10<sup>th</sup> on behalf of one family. Other families are expected to join the suit.

For those, especially in Pennsylvania, who would like to express moral outrage over this, the number of the school superintendent is (717) 424-8500. The number of the Pennsylvania Attorney General, who should investigate this violation, is (717) 787-3391.



## CONFERENCES

**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, Dr. Clark speaking.

**Syracuse, NY:** August 2, 3: NY Parent's Association 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 and curriculum fair. For further information, call Jackie Schillinger at 315-689-1394 or Matthew McCabe at 315-689-9628.

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E-mail: Seton@Shentel.Net

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Dr. Mary Kay Clark, Ph.D.

Editor:  
Kevin Clark

**Bloomington, OH:** August 16-18: Apostolate for Family Consecration. Catholic Family conference. Cardinal Arinze, Fr. Kosicki, Dr. Alice von Hildebrand. Call 614-765-4301

**Indianapolis, IN:** September 21.

**Houston, TX:** October 5.

## Satellite Training Seminars

The Free Congress Foundation is sponsoring a series of grassroots political training seminars by satellite. If you have a satellite dish, find out the Free Congress or National Empowerment Television location on your satellite. Topics are campaign organization, running a headquarters, youth campaigning, survey research, using technology, timely issues, and so on. They run on Saturdays. The president of Free Congress is Paul Weyrich, a well-known Catholic political activist.

## Partial Birth Abortion

The Partial Birth Abortion Ban legislation to outlaw this horrible abortion method was vetoed by President Clinton. The Pope, cardinals, and bishops are all calling for legislators to override Clinton's veto. Please contact your Senators, asking them to override the veto (the House will almost certainly override). At the right is an add that some of us at Seton have run a couple of times as a quarter-page ad in our local newspaper. Perhaps you could do something similar. The House and Senate are set to vote on override sometime in June, so now is the time to influence your Senators.

## Camp Winnepesaukee

Camp Lake Winnepesaukee is a well-balanced summertime experience for 11-16 year old boys in the beautiful lake and mountainous region of New Hampshire. The camp is directed by the Legionaries of Christ. Cost for the 8-day session from June 22-30 is \$450, which includes meals, lodging, all activities (waterfront, riding, sports, outings) and services of waterfront, nursing, and adult counseling staffs. There will be visits by professional athletes (Willis Reed, Nets Manager; Jerry Olsaski, Pittsburgh Steelers; and others) for demonstrations and talks about character and faith development in sports. The camp's spiritual dimension will include the sacraments, Catholic devotions, and a program for virtue formation. For more information, contact Legionaries of Christ at (203) 271-0805.

**THINGS TO DO TODAY**

1. Partially deliver baby
2. Insert catheter
3. Suck out brains
4. Crush skull
5. Thank President Clinton for his support

From the desk of  
Dr. Killsalot

Partial birth abortion is murder. Period. Congress has voted to ban this procedure, but President Clinton has vetoed the ban. If you think killing babies is a bad thing, please call or fax your Senators today and ask them to override the veto.

Senator Chuck Robb	Senator John Warner
Phone: 1-202-224-4024	Phone: 1-202-224-2023
Fax: 1-202-224-8689	Fax: 1-202-224-6295

Authorized by the Furtado Family

# *The Dignity of Marriage*

Let it be repeated as an immutable and inviolable fundamental doctrine that matrimony was not instituted or restored by man but by God; not by man were the laws made to strengthen and confirm and elevate it but by God, the Author of nature, and by Christ Our Lord by Whom nature was redeemed, and hence these laws cannot be subject to any human decrees or to any contrary pact even of the spouses themselves. This is the doctrine of the Holy Scripture; this is the constant tradition of the Universal Church; this is the solemn definition of the sacred Council of Trent, which declares and establishes from the words of Holy Writ itself that God is the Author of the perpetual stability of the marriage bond, its unity and its firmness.

Yet although matrimony is of its very nature of divine institution, the human will, too, enters into it and performs a most noble part. For each individual marriage, inasmuch as it is a conjugal union of a particular man and woman, arises only from the free consent of each of the spouses; and this free act of the will, by which each party hands over and accepts those rights proper to the state of marriage, is so necessary to constitute true marriage that it cannot be supplied by any human power. This freedom, however, regards only the question whether the contracting parties really wish to enter upon matrimony or to marry this particular person; but the nature of matrimony is entirely independent of the free will of man, so that if one has once contracted matrimony he is thereby subject to its divinely made laws and its essential properties.

By matrimony, therefore, the souls of the contracting parties are joined and knit together more directly and more intimately than are their bodies, and that not by any passing affection of sense or spirit, but by a deliberate and firm act of the will; and from this union of souls by God's decree, a sacred and inviolable bond arises. Hence the nature of this contract, which is proper and peculiar to it alone, makes it entirely different both from the union of animals entered into by the blind instinct of nature alone in which neither reason nor free will plays a part, and also the haphazard unions of men, which are far removed from all true and honorable unions of will and enjoy none of the rights of family life.

Therefore the sacred partnership of true marriage is constituted both by the will of God and the will of man. From God comes the very institution of marriage, the ends for which it was instituted, the laws that govern it, the blessings that flow from it; while man, through generous surrender of his own person made to another for the whole span of life, becomes, with the help and cooperation of God, the author of each particular marriage, with the duties and blessings annexed thereto from divine institutions.

- Pius XI, *On Christian Marriage*