



Seton Home Study School

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The Presentation

The Feast of the Presentation celebrates the time when St. Joachim and St. Anne presented Mary to God in the Temple of Jerusalem. It is traditionally believed that she was only three years old when she came to live in the holy temple in order to lead a life completely dedicated to God.

The Feast of the Presentation on November 21st has been celebrated for about 800 years in the West and for about 1500 in the East. In the Eastern churches, the feast of the “Entrance of the All Holy Mother of God into the Temple at Jerusalem” is celebrated liturgically for five days.

In the Western Liturgy of the Hours, said daily by priests and other religious, the Evening Prayer for the Feast praises Mary: “Holy Mother of God, Mary ever-Virgin, you are the temple of the Lord, and the dwelling place of the Holy Spirit.” The Feast of the Presentation emphasizes Mary as the Temple of the Lord.

While we celebrate Mary entering the Temple of the Lord in Jerusalem, we recognize that she herself became a physical Temple when she carried the Lord Jesus Christ in her womb. As home schooling mothers, we should remember that our own lives should reflect the presence of Jesus within us. Each of us became a temple of the Lord in Baptism. Our hearts become the holy of holies, as it were, each time we receive Jesus in Holy Communion.

When we teach our children and train them to be good and virtuous, we

should remind them that they constantly have the presence of God within them as long as they are not in mortal sin. All of us should strive to be temples of the Lord.

In the prayers of the Vespers of the Eastern Rite, we are called to sing “hymns of praise in honor of Mary His mother, His holy Tabernacle, the Ark that contained the Word Whom nothing can contain. She is offered to God as a child in a marvelous way, and Zachary, the high priest, receives her with great joy, for she is the dwelling place of the Most High.”

“Today the living Temple of the holy glory of Christ our God, Mary, the pure and blessed one, is presented to the Temple to live in its holy precincts. Joachim and Anne rejoice with her....”

Home schooling gives us the opportunity to keep our children as innocent as children are supposed to be, to keep them pure and away from the sins of the world as long as possible. We can try to make our home the Domestic Church it should be, and help our children grow in holiness in our Temple of the Home.

“The most praiseworthy Anne cries out in great joy to Zachary, the high priest: Come, receive joyfully the one whom the Prophets of God announced by inspiration of the Holy Spirit. Introduce her into the holy Temple that she may be brought up in purity, to become the Throne of God...”

“She is presented today to the holy Temple, to the great admiration of the

high priest Zachary, father of the Forerunner, who cries out with joy: Behold! The hope of the afflicted is coming near. She is holy and she is vowed to be the dwelling place of the King of All. Let Joachim and Anne rejoice, for they have presented to God the Lady Immaculate, and all blameless, when she was only three years old. O Mothers, rejoice!”

Certain people knew that Mary was to be the Mother of God. From the Scripture, we know that St. Elizabeth knew, and her unborn son, St. John the Baptist. Anna and Simeon recognized Jesus as the Messiah when they met Him in the Temple. The prayers of the Eastern Rite, based on generations of Eastern tradition, show that Joachim and Anne, as well as Zachary, the father of John the Baptist knew that Mary was to be the Mother of God.

“Heaven and earth rejoice today at the sight of the mystical heaven, the Virgin immaculate and pure, coming to the holy Temple to be brought up in honor. Zachary said: O Door of the Lord, to you I open the doors of the Temple. Enter with joy, for I know and I believe that the salvation of Israel will come now, and from you will be born the Word of God...”

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Questions We Are Asked

by Dr. Mary Kay Clark
Director, Seton Home Study School

My daughter in 5th grade is always making careless errors in math. What can I do?

We have found that students who are advanced in math make careless errors because they think the problems are easy and they are bored because they must do problems they know already. Some students are just not interested in math; they would rather read a good book. For these students, we suggest that you give every other line of problems, or odd numbered problems, with the direction that if they are ninety percent correct, you will allow them to go on to the next page. However, if they are less than ninety percent correct, they will be required to do the rest of the problems on the page.

For some students, you might want to start the new chapter by allowing your child to try to take the chapter test first. If she really does know the material sufficiently to pass the test, then she can skip that chapter. This is highly motivational to the bright student who will do her best to pass the test. If she cannot, she will work harder on those difficult concepts so she can pass the test and move on to the next chapter.

Most of all, encourage your child to realize that we are all asked to make sacrifices in some way every day in order to earn graces to obtain our eternal salvation. Encourage your daughter to pray to her guardian angel and to her patron saint before each class.

Your Seton English workbooks in the lower grades are too difficult. What can I do?

First realize that it is normal for English to be a difficult subject for some children because the concepts are abstract. If the material in one lesson seems too difficult, pick an easier chapter. If after nine weeks you have jumped around in the book, simply send in the first quarter later when you have done the pages in that section. Seton has no calendar when subjects must be sent in by a certain date, so take your time with English. You can send in the other subjects, and indicate on the cover report form that English will be coming later.

Most of all, encourage your child to realize that we are all asked to make sacrifices in some way every day in order to earn graces to obtain our eternal salvation.

Second, English is not an essential subject in the primary levels. The essential subjects in the primary levels of kindergarten through grade three are: religion, phonics, reading, math, handwriting, and spelling. English is more important in 4th and 5th, and becomes essential in grades six and above.

How do I figure out the daily grades for my child's work? Sometimes the numbers are unusual, like 43 answers on the page.

To be fair, count all the answers in the assignment. There might be ten questions, but some have two or three answers. Take the total number of correct answers, and divide it by the total number of problems. So if your child wrote 7 wrong answers, he has 36 correct. Divide 36 by 43 (and round off); his score is 84.

I am in the 10th grade and am having trouble finding the time to finish all my assignments. Can I drop World Literature?

World Literature and American Literature are subjects which we highly recommend, and in fact will require of all students starting January 1st. The reasons we are requiring it are several. First, the English courses in the schools of this country are primarily literature courses; the Seton English courses are primarily grammar composition, and critical analysis. If a student does not take the literature courses, he is at a disadvantage with other students.

Secondly, the literature courses reflect our history and the thinking of the people in our history. Literature helps us to understand why people acted as they did, why they thought as they did. It helps us to understand ourselves as we reflect on the ideas presented in the stories, essays, or poetry. In fact, the World Literature is appropriate for the tenth grade since the World History is taken in tenth, and the American Literature is taken with the American History in eleventh grade.

In addition, the selections in the tenth & eleventh literature

texts were chosen by excellent Catholic high school teachers, and published by Catholic University. They introduce the student to classic authors and writings, while offering discussion from a Catholic viewpoint. Try to understand the importance of learning more about Catholic values by praying to your guardian angel and your patron saint.

If you are having trouble finishing the assignments, consider answering the discussion questions on a tape recorder. The questions are primarily to help you think. Consider writing the answers on every other assignment, or do the even-numbered questions.

The weekly grade averages may be omitted, and the quarterly grade may be based entirely on the assignments sent to Seton, a test and a book report. However, the weekly grade averages may improve the overall grade.

My son has enrolled this year with Seton, but he is repeating the ninth grade. He is depressed because of all the work he has ahead of him, and because he is repeating. Do you have any suggestions for him?

One of the things which can help a student who has low self-esteem, or who feels he is a failure and cannot be successful, is achieving quick success. Nine months of study stretching before a high school student, before he can earn any credits, can be depressing to a young person.

We suggest considering having your son do only one or two courses at a time, taking his two easiest subjects first, one in the morning and one in the afternoon, all morning and all afternoon. Assuming he keeps at it, he should

be able to finish up two courses in two to three months.

The reason why he could finish more quickly is first because he has had some study of the subjects in ninth last year. Also, more intense study over a short period of time often appeals to young people, and often is an easier way to learn and to retain information. Earning two credits in just 9 to 12 weeks is very motivational for some students.

Students, as well as parents, need to attend Mass frequently to obtain the graces to be successful in their home schooling.

We do encourage you, however, to make sure that your son does not wait until the end of the year to do his English course. High school students who leave their English assignments to the end often do a poor job. English is a course which needs serious thought and concentration; trying to "hurry to finish up" results in poor education and poor grades.

Students, as well as parents, need to attend Mass frequently to obtain the graces to not only be successful in their home schooling, but also to fight off personal discouragement. Daily reception of Jesus in the Holy Eucharist helps us to persevere, to fight off discouragement, and to obtain the virtues of faith and hope, as well as patience.

My friend is a working mother, and she wants me to home school her daughter. Do you think I would be tackling too much since I am home schooling three of my own, and a preschooler?

There are many things to consider. First, God gave you the graces from the sacrament of Matrimony to teach and train your own children. You may not feel as free to discuss your own values and attitudes with another child present who may repeat your ideas or misinterpret your teaching. Your own family schedule may become disrupted, your children may be unhappy or envious, the other child may be resentful, the other child may learn differently than the way you teach your children, the other child may present some "unusual" ideas to your children. Most state and/or local regulations regarding tutoring require licensing or approval, unless the other mother spends a majority of the time home schooling herself, or comes to your house. Tutoring regulations would not apply for a child related to your family. Consider it seriously, see how your children would react, talk it over with your husband, and pray about it.



Father Hardon on Home Schooling

Editor's Note: A few years ago, Father John Hardon gave a talk at a Seton home schooling conference. By popular demand we are reviewing some of the highlights of that excellent talk.

Catholic Home Schooling in the United States is the necessary result of a culture in which the Catholic Church is being opposed on every level of her existence. Given the widespread secularization in our country, home schooling is not only valuable and useful, home schooling is absolutely necessary for the survival of the Catholic Church in America.

The purpose of Catholic home schooling is the teaching and training of children at home in order to preserve the Catholic Faith in the family and to preserve the Catholic Faith in our country.

Catholic home schooling has become a necessity in our country because it has been so widely neglected. Many parents practically abdicated their obligation to teach their own children, and then found out later, sadly, their children were being educated, but they were not being given a Catholic education, even in nominally Catholic schools.

The necessity for Catholic home schooling is now being recognized as an emergency, but Catholic home schooling is NOT the result of an emergency. Catholic Home schooling is an absolute necessity. And it has been in every age of the Church's history, since its foundation.

We know that Catholic home schooling of children by parents is necessary from divine revelation. The early Church is normative of how we ought to LEARN our Faith, and how we ought to learn to LIVE our Faith.

There were no established Catholic schools in the Roman Empire in the first three hundred years of the Church's history. Except for the parents in the early Church becoming, believing, and being heroic Catholics, nothing would have happened. The Church would have died out before the end of the first century. The beliefs and the way the beliefs were practiced by the early Church Christians, by the apostles and disciples of Jesus Christ, were given to them by Jesus Christ Himself. Thus these beliefs and the practice of these beliefs were divinely revealed. Thus we can say that Catholic home schooling is from Divine Revelation.

We know that Catholic home schooling is necessary secondly from the Church's teachings. There is no single aspect of religious instruction which over the centuries the Church has more frequently or more insistently taught the Faithful, than that parents are to provide for the religious education and upbringing of their children.

So true is this that it is the second and coequal purpose of Christ for instituting the Sacrament of Matrimony, for the procreation and the education of children. This is why Jesus Christ instituted the Sacrament of Matrimony. So we know that Catholic home schooling is necessary because the Church has always taught it.

The third reason we know that Catholic Home Schooling is necessary is because of the history of the Church. Where has the Church survived? The Church has survived over the centuries only where home schooling by Catholic parents has been taken so seriously that they considered it their most sacred duty. After having brought their children into the world

physically, these Catholics parented their children spiritually.

The fourth reason we know that Catholic home schooling is necessary is from experience. I can tell you the principal source of my education as a Catholic was not in Catholic schools. It was from my mother, a Franciscan tertiary.

Experience teaches us that the Catholic Faith not only survives but thrives only where parents take seriously, as a God-given responsibility, binding gravely in conscience, the responsibility of home schooling.

This necessity for home schooling is not only a natural necessity, it is also a supernatural necessity. The same parents who brought the children physically into the world have a natural obligation, binding in the natural law, to provide for the mental, moral, and social upbringing of their children. However, since God became man, the necessity, and therefore the corresponding obligation, became supernatural.

In God's mysterious but infallible Providence, God chooses to channel His grace from human beings who already HAVE that grace. We cannot give what we do not have.

The real necessity for Catholic home schooling is NOT because we NATURALLY need someone else to teach us what we need to know, to teach us what we need to do as human beings. Since the coming of Jesus Christ, we are no longer merely human beings, we are SUPER human beings.

At Baptism, we receive the very life of God - shared by Him with His creatures. And just as no one gives himself NATURAL life, just as no one develops his NATURAL life by himself, so also no one BY HIMSELF receives, or nurtures, or

develops, or grows in the superhuman life or in the supernatural life that we receive at Baptism.

The main reason for home schooling is because ONLY THOSE who have God's grace are used by God as channels of conveying supernatural life. Only those parents who have grace are used by God as channels of grace to their children.

No one else can teach the Faith except the person who has it. This is THE MAIN REASON why parents need to home school their own children.

Possessing divine grace, beginning with the virtue of Faith, is not only a condition for communicating grace, it is also the measure for the communicating of grace.

So, unless a person believes, God will not use that person. God cannot, by His own divine design, use a Faithless person as a channel of grace of Faith to others. Weak-believing parents will be weak conduits of the grace of Faith to their children. Strongly-believing parents will be strong conduits of the grace of Faith. This is Divine Revelation.

How are parents to provide for Catholic home schooling for their children? The principal and most fundamental way is by LIVING strong Catholic lives. For Catholic parents to live a good Catholic life in our day and in our country requires heroic virtue. Only heroic parents will survive the massive, the demonic secularization of materially super-developed countries like the United States. And consequently, so far from being surprised, you should expect that home schooling will not be easy.

You may not be a professional teacher with college education courses, but God will use you and provide you with knowledge and wisdom, provided you are living the authentically Catholic life, and in today's America, provided you are living a heroic Catholic life.

If you want to teach and train your children, you must know your Faith. Learn your Faith better, not only the catechism answers but the WHY behind the catechism answers. If you want to share your Faith with your children, you must have a deep Faith yourself, and this means it must be a Faith that you are living. There is nothing that home schooling needs more than parents who are LIVING their Catholic Faith.

Lord Jesus, you were taught by Joseph and Mary at home in Nazareth. Give to Catholic parents the light to see how indispensable home schooling has been over the centuries. And how absolutely necessary is home schooling even for the survival of Your Church in our day and in our nation.

Above all, dear Jesus, give us the courage we need to do what You want us to do because, dear Savior, the purpose of Catholic home education is to prepare souls for eternity. Give us the courage of our convictions. Amen.

We need your help!

A Front Royal Seton home schooling family, the DeClue family, wants to help raise money for Seton by asking other families and kids to save General Mills Boxtops.

Simply look for General Mills cereals, snacks and Yoplait Multi-packs with the "Boxtops for Education Logo." Cut out the logos and mail as many as you can to us every month until February 28, 1999.



The DeClue Children: Dominique, Matthew, Danielle and Noelle will count them, package them and send them to General Mills (Joseph, Annemarie and Vincent will watch). General Mills will make a donation to Seton based on the number of boxtop logos received.

Send us the most valid logos and your family will

Win \$100.00 Cash

Send your Boxtop Logos to:

**Seton Boxtops
C/O the DeClue Kids
1350 Progress Drive
Front Royal, VA 22630**

What About Book Reports?

We receive calls frequently about Book Reports. So we thought we would make a few points in answer to these questions.

One of the main questions we are asked is why we limit the book reports to the titles on a list. In fact, in some grades, we are sending the books for the book reports, and will be continuing this procedure for all the grades. Sometimes parents—more often students—want the freedom to choose any book they want for a book report.

We limit the titles for book reports for many reasons. First, it is normal procedure for schools, Catholic and public, to provide a list limiting the titles for a book report. One reason is that there are so many books available which are not suitable for a student to read. In addition, many [if not most] of the books in the libraries have little literary value, and many are not suitable for the purpose of a book report. Seton is not limiting books for reading; that is the responsibility of parents to supervise. Seton is limiting the books for the Seton reports, to two books of saints, and to two secular titles.

Secondly, we limit the titles for book reports because we want to encourage and promote the reading of good literature as well as books which promote good Christian values. We are taking the time necessary to reread many classics for children, and evaluate them in this light.

For example, *Hans Brinker and the Silver Skates* is a wonderful book of family values, and promotes a simple, healthy way of life. However, throughout the book, there is a reference to a massacre by Catholics which took place long ago, but which is reflected in the conversation and in the religious practices of the characters in the story. We think our young students could be subtly influenced against Catholics.

In addition, we have found that many new “children’s books” are entirely unsuitable for children to read. Some of these books deal with subject matters or use language that is truly awful. In the past, we have even had some

students repeat this type of language from the book in their book report. A book list ensures that the book read will not be detrimental to the child.

Thirdly, we need to limit the titles of the books for book reports because many parents, with good reason, want to be sure the children are not subjected to evil situations which have become acceptable in our society. Many of us older parents remember reading *The Scarlet Letter* or *Jane Eyre*, and we knew from our Catholic or Christian upbringing, and from the community value system, what was right and wrong. Seton must be concerned for this as well, being sure that the books clearly show good and evil. Not only must good win in the end, but good must be presented as good throughout the book; there can not be an attractive evil presented throughout the book, with an illogical or poorly structured turning to good at the end of the book.

Fourthly, we are limiting the titles for book reports because we believe our teacher-graders can do a better job of grading a book report for books they have read and with which they are very familiar. Obviously, our teachers cannot read every book. It is difficult to do a thorough, accurate job of grading a book report on a book which one has not read.

Finally, we limit the titles for the book reports because we are choosing books which are, we believe, slightly below grade level in reading. This is because we want the student to think about the events in the book in relation to the topics we give them, and not be struggling with vocabulary or reading comprehension. It gives encouragement to the student who is reading below grade level to have the opportunity to grow in maturity and thinking skills. Parents who object to a title because “He already read that,” should understand that book reports are not just for reading skills, but for thinking and analytical skills. For example, students may have already read *Lilies of the Field* by ninth grade, but few students have thought about comparing and contrasting the

personalities of Mother Martha and Homer. Many students have not realized the meaning of the title in relation to the story. Many have no idea of the reason why the nun painted the picture of the black saint.

While most of the calls about book reports are requests to report on a different title, we also receive calls about the grading of the book reports. We are trying to be more specific in our lesson plans and in papers returned by our teacher-graders as to how we are grading. While this might seem overly detailed, we believe the questions from parents warrant more specifics.

Some parents say that their child is discouraged by all the marks on the paper. Let’s encourage our children to understand that education is a learning process. If we send back the paper blank, with just a grade, the student has nothing by which to understand the grade, nor any basis for working toward improvement. The marks and comments put on the book reports, as well as on essays, research reports, and creative writing activities, are to help students to learn to do better next time. It is not meant to discourage students, but to encourage them to try again. When my children were younger, and I gave them chores to do, I would check over the chore, and comment about how it could be done better.

Book reports, in fact all assignments, should be preceded by prayer and accompanied by good study skills. Students should spend time praying while reading the book, asking their guardian angels to help them see and understand the characters, theme, and plot, to analyze correctly the truths contained in this particular book. While the book is being read, the student should read and mark relevant passages with a pen or highlighter.

Hopefully, with these tips about book reports, your children will do better reports with more insight about the importance of applying our Catholic principles to what we read and to our writing assignments.



Conferences

Information about Seton conferences is sent by mail to home schoolers on our mailing list in the state, and usually to surrounding states as well. Conferences include talks as well as the sale of Seton textbooks and supplemental books. Costs are borne by Seton. If your support group is interested in having a conference in your area, please call Mary Lou Warren at Seton. We schedule conferences in the months of January through early July.

Seton Conferences

Dallas, TX: January 30, 1999. More details later.

Los Angeles, CA: February 13, 1999. More details later.

Toronto, Canada: April 10, 1999. Human Life International Conference. Ginny Seuffert speaking on Home Schooling.

Harrisburg, PA: April 17, 1999. Catholic Home Schooling Conference. More details later.

Kansas City, MO: April 24, 1999. More details later.

Michigan Catholic Home Schooling Conference: June, 1999. More details later.

Round Table

The Sixth Annual Round Table of Catholic Home School Leaders is meeting in Houston, November 6, 7th, & 8th, to discuss mutual concerns, interests, issues, and solutions. More information can be obtained on internet: www.rc.net/org/arch.

Quarterly Tests

Please send in your child's quarterly tests each quarter, rather than two or more quarters at a time. This way students can benefit from comments made by the teacher-graders. Since Seton has no calendar, the quarterly tests should be sent to Seton whenever the work is finished.

Congratulations

We congratulate Miss Erin Thomas of Sylvania, Ohio, who has been selected as a team member of the 1998/1999 United States Junior Elite Compound Archery Team. This was the result of competitions at the National Archery Association's National Championship. Erin will be part of the U.S. Olympic Training team. Erin is the current Ohio State Indoor and Outdoor FITA Competitive division champion. She currently holds an outdoor world and national record at 60 meters in the junior women's division. Erin has been home schooling with Seton for the past six years.

14 Years with Seton

Dear Seton Staff, As I place my son's last religion test in the envelope, I remember back 14 years ago when I first learned of Seton. You were a Godsend! I felt confident that my sons would have a good understanding of and strengthening of their faith. The best part was that the instruction came from you through me. I was on top of what they were learning and could apply it to their daily lives.

I'm not saying it was easy! Many a night when they had all their other homework to do, but as we reviewed the daily questions and answers [in religion], we communicated and bonded.

As the years passed, I saw both my boys grow strong in their faith and love of God, and I know in my heart I couldn't have given them that without those wonderful lesson plans and materials you offered.

Although I do not know what eventual paths each of my sons will take, I know that they have strong well-formed consciences, and a strong faith and love for Our dear Lord.

Thank you again and may God's blessings and graces be with you always.

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Canon Law and Home Schooling

Canon 835.4... reaffirms the unique participation of parents in the Church's sanctifying mission. Canon 835.4 states: "Parents share in a special way in this office of sanctification through their conjugal life in the Christian spirit and in taking care for the Christian education of their children."

This canon unambiguously recognizes that the foundation of parental rights in education lies within their Christian vocation as spouses and parents.

The second provision, Canon 1136, which like Canon 1134 is drawn from the section of the Code entitled "The Effects of Marriage." This outlines the wide scope of parental responsibility. It states: "Parents have a most grave duty and enjoy the primary right of educating their children to the very best of their ability, physically, socially, culturally, and morally, and religiously as well."

Canon 793.1 encourages home schoolers even more. "Parents and those who hold their place

are bound by the obligation and enjoy the right of educating their children. Catholic parents also have the duty and the right of selecting those means and institutes by which, in light of local circumstances, they can better provide for the Catholic education of their children."

The canon declares twice that parents have the right and duty of educating their children. Moreover, it is explicitly recognized that their right extends to the choice of means and institutes which they prudently determine as being most suitable.

It is hardly out of place to suggest, then, that should some parents determine that the home schooling of their children is the "means and institutes" by which they can provide more suitably for their children's education, then that decision must be honored.

Home Schooling and the Code of Canon Law
by Edward N. Peters

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