



# Seton Home



# Study School

Volume XXI, Number 3



*“Under the Magisterium of the Catholic Church”*



March 2004

## St. Joseph

We celebrate the feast of St. Joseph on March 19<sup>th</sup>. Next to the Blessed Virgin Mary, he is the greatest of all saints. Like the Blessed Mother, he was chosen by God the Father to take care of the child Jesus.

Scripture calls Joseph “a just man” (Mt. 1:19); “justice” or “righteousness” in the Old Testament was more than merely “fairness.” It was the state of eager obedience to the law of God out of love for God with one’s whole heart. Joseph would have had the spiritual wisdom and practical prudence to raise the Son of God properly along with the Blessed Mother.

Joseph was a doer. We do not see the words of Joseph in the New Testament, but we do see his actions. Joseph silently agreed to the words of the angel to take Mary as his wife and the Baby Jesus as his responsibility. He was a man of action, and quickly fulfilled his duties.

Once Joseph heard from the angel that Mary was to be the mother of the Son of God, he quickly married her. Once Joseph heard from the angel that he was to go to Egypt, he rose in the middle of the night and took Mary and Jesus to Egypt. Once the angel told him to return to Nazareth, he immediately returned. Not only was Joseph a man of action, but he was a man who acted immediately when he knew what his responsibility was.

God the Father would have chosen someone who resembled Himself in important ways to be the legal, human father of the Son of God. Joseph must have reflected not only the justice of the devout Jew but also the justice of God the Father. Consequently, Joseph shows husbands how to be fathers in this world. First, Christian

fathers should be obedient to Jesus’ law of love and make it first in their lives; secondly, they should reflect the Father’s righteousness, consisting of both justice and mercy, to his family.

We know from the Old Testament about the justice of God the Father. God the Father guided the Hebrews in love and justice; they were punished when they needed to be punished, yet God was merciful and continually gave them more chances to be obedient. At one point, Joseph was planning not to wed Mary because he was a “just man.” However, he was not willing to expose her because, like God the Father, his love and mercy directed him to protect her.

Joseph reflects the Father’s longing for love from his people. When Joseph was in Bethlehem, he was forced to go from inn to inn, looking for a place for the Son of God to be born. He reminds us of God the Father, constantly knocking on the doors of the hearts of those He created and loves. Our loving Creator and Father is asking, again and again, “Don’t you have room for me in your heart?”

Joseph and Mary knew that the lambs in the stable at the Nativity represented the Christ Child Who is the Lamb of God, the Lamb to be sacrificed for mankind so that we could enter the gates of heaven. Joseph was surely the one who took the Baby Jesus from Mary His mother, and placed Him in the manger, the eating place for the animals.

Joseph knew that Jesus was the Lamb to be slaughtered and eaten just as the lamb in ancient Egypt during the Passover. Like God the Father Who gave His only-

begotten Son as the Lamb to be sacrificed, Joseph placed the Lamb of God in the manger, to be adored by mankind in the very act of sacrifice. Joseph did not live to make the sacrifice that the Blessed Mother did at the cross of Jesus, but he did sacrifice his daily work in order to prepare God’s Son for His sacrifice. Thus, Joseph resembles the self-sacrifice of the Father.

God directed Joseph to flee to Egypt where the Hebrews originally celebrated the Passover. The angel of death passed over the houses of the Hebrews who partook of the Lamb’s Supper, just as the angel of death, the devil himself, will not be able to touch those of us who celebrate the Lamb’s Supper at Mass, and partake of the Lamb, Jesus Christ Himself, the Son of God, in Holy Communion.

St. Joseph, we know you reflect the righteousness and sacrifice of God the Father Himself. Help us homeschooling parents to follow your good example. Help us to be willing to actively make sacrifices for our children so that they may better know God the Father, our Loving Creator. Help us to teach our children about Jesus Christ, the sacrificial Lamb of God, Whom we may receive in Holy Communion each day. O Foster Father St. Joseph, protect our children from the attacks of the devil and deliver them from all dangers of soul and body.

- MKC

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*Questions We Are Asked*  
by *Dr. Mary Kay Clark*  
*Director, Seton Home Study School*

**I have five children, and am homeschooling three. How can I give the little ones the time they need and homeschool the older ones with the time they need?**

First you should see if the older ones can take some of the courses together, such as combining science, history, or religion, and of course, art, music, and physical education. When you do this it not only cuts down on teaching time, but the kids can often help each other when they are studying.

Also, keep the little ones either in the same room playing on the floor with their toys or games, or keep them in an adjacent room where they can play and you can be watching them. You can go between rooms as you are needed.

Schedule a babysitting time for one or two of the older ones, maybe only thirty minutes once a day.

Even if the little ones don't want to take a nap, schedule an hour of quiet time in their beds. Make it mandatory every day, without fail. You need that time to listen to the older children read or explain some English concepts which need your undivided attention.

See if your husband can take an hour in the evening or on a weekend for a history, science, or religion class.

Ask other homeschooling mothers in your support group how they are managing. Look on our Seton Parents' Message Board where parents are sharing ideas.

**My son wants to take more science and math courses in high school,**

**but we are having a problem because you are requiring the literature courses.**

People wonder sometimes why we have English courses as well as literature courses in high school. At the high school level, our English courses focus on a variety of areas, such as grammar and composition rules, and they focus on analysis of characterization, plot, theme, and so on. The Literature courses, however, are survey courses, introducing students to authors and their works. Students need both kinds of courses to obtain a well-rounded education. Seton students have the rare opportunity to read, learn, and study Catholic or Christian poems, short stories, essays, and novels which teach Catholic values.

Some students do want to concentrate on math and science in high school, and we certainly encourage students to do as much as they can in these areas. However, if students do not take a large number of math and science courses in high school, they will be able to do so in college. On the other hand, unless a student goes on to attend a traditional Catholic college, the chance of them reading good Catholic literature, or interpreting literature from a Catholic perspective, is very slim.

The Seton literature courses may be the only time that students are able to take a course that looks at the world's great literature and interprets it from a Catholic point of view. That is why we place such emphasis on the literature courses.

**My family consists of mainly young children, but I have one high school daughter. I cannot seem to find the time to spend with her.**

You might consider spending time with her and her lessons when your husband is home, in the evenings or on the weekend, when he can watch the younger children. At the high school level, much of the work can be done by your daughter on her own, but you do want to talk with her about the religion and the English courses. Your husband may be able to be in charge of helping her with one subject, such as history or science. Consider having a tutor from a local college or an older retired teacher

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from the parish come once a week to tutor in just one subject, such as algebra or geometry.

Consider having your daughter take advantage of some of the supplemental helps that Seton offers. You might be interested in ordering the DIVE CD which tutors a student in every single lesson in all the Saxon math books. The CD presents an oral lesson as well as a blackboard on the computer screen on which the tutor writes out the problems as he explains them. As for geometry, our own math counselor, Mr. Tom Herlihy, is

presenting a classroom lesson and exercise on the My Seton web site for every lesson in the geometry book. Don't forget that some of our high school courses are online, which offer graphics and links and even weekly lectures.

### **How can I make learning more exciting for my fifth grade son?**

Usually children will be excited to learn about those things that their parents are excited about. If parents play a musical instrument, they usually make sure their children learn to play one, and the family learns to play together. The same thing can and does work with learning academic subjects. When I was teaching my children, we were regularly looking in the encyclopedia, and going to the library to look up more information about a topic. We would borrow educational movies and go to museums and send away for more literature. If a child has an interest in a specific topic, try to relate lessons to that topic.

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*The ability to write coherently and persuasively is really becoming a lost cause. Let's not make it a lost cause for our children.*

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Nowadays, of course, the internet offers all kinds of colorful and interactive sites for kids to help them learn more and become excited about learning about topics in their lessons. There are also plenty of sites which offer suggestions to parents with specific ideas on how to make the learning of each subject more fun.

### **My children like to read the books for the book reports, but they don't like writing the book reports.**

Reading is always easier than putting ideas together on paper in your own words. That's why more people read books than write books. The best way to break down the dislike for writing is to have the children write more and more, starting with just short assignments, like sentences. In the handwriting, vocabulary, and spelling lessons, for instance, have the children write original sentences using the letters or words. Have the children write a paragraph each day on a topic at hand. For example, if it is snowing outside, ask the children to write paragraphs about what they see and/or think about the snow. They could write about the parable read at Mass that morning. They could write about their new pairs of shoes. Just make sure that each paragraph has an introductory sentence, logical middle sentences, and a concluding sentence.

The ability to write coherently and persuasively is really becoming a lost cause. Let's not make it a lost cause for our children.

### **My older son took Latin a few years ago, and my daughter is scheduled to take it next year. Have you made any changes in the course?**

We have made and are making some significant changes in the Henle Latin course. We believe it is an excellent high school course. However, parents have told us that, even though Father Henle states that it is not necessary to finish the final section of the Year One book, they found that when they finished it up over the summer, the Year Two book was much easier. So we have changed the lesson plans so that the Latin II course will now start with the final Units of the Latin I textbook, and then proceed to the Latin II text.

We now have the Latin I course online, and the Latin II course should be online this coming fall. The online

course contains the same lesson plans, but includes graphics on ancient Rome, and other interesting links. The links will help students to learn Latin as well as to learn about Catholic prayers and shrines. In addition, the Latin I online course includes audio pronunciation of vocabulary. The Latin I also contains weekly tutoring lectures, which the Latin II will contain next year. Both the Latin I and Latin II tests may be taken online now.

### **Is it okay if I send in the first and second quarter tests at the same time?**

It is not a good idea to send in more than one quarter's worth of tests at the same time, because any comments or helps the teacher-grader might have cannot be utilized in the next quarter. When we receive three and four quarters at the same time, we must assume that parents do not want any comments, they just want a grade. The point of Seton grading is not simply to report how well students have done, but also to help students to improve as they go along. That is one reason why we think that the immediate feedback given from many online tests is very helpful to students.

### **Is it possible to be enrolled in the whole program, but send in tests for only some courses?**

Some parents like to grade some courses for themselves, and that is fine. However, we cannot record a grade on a Seton report card and transcript if we do not give a grade. In the elementary grades, that is not a serious concern as long as you keep homeschooling. High school grades are more important in the long run. We believe that colleges prefer to see grades from an accredited school. However, policies differ from college to college. If your student wishes to attend a particular college, you should contact the college admission office to determine their policy regarding homeschool credits.

## Essentials of Home Management, #5

by Ginny Seuffert

### *Harness all Available Kid Power.*

Faithful readers of this column are finding that its recommendations—to simplify your lifestyle, get rid of clutter, and make the best use of your time—help you to homeschool in a reasonably clean and orderly environment. Truthfully though, no matter how uncomplicated your family's routines are, a certain amount of work cannot be eliminated. This is especially true in larger Catholic families. Nursing babies, changing diapers, four loads of laundry every day, and meals for a small army can certainly cut into class time. Before you throw up your hands and enroll the children in school, send them to boot camp with Mom as the drill sergeant, and the children as the buck privates. Their missions will be all the necessary household tasks that need to be done to keep your family army going. The rewards for your hard work will be far greater than a clean house. This training will round out the homeschooling experience by instilling self-confidence and a habit of hard work.

For the last several decades, popular wisdom has dictated that any whimper of effort from a child must be immediately rewarded so he “feels good” about himself. “Good job breathing, Billy!” “Way to chew your food, Amy!” Some have remarked that providing positive reinforcement for every task, no matter how undemanding, has produced a generation of young people who do not accomplish much, but they feel great about it. In reality, this self-esteem building hasn't really fooled children one bit. They know they are receiving much praise for nothing much, and as they are not given an opportunity to perform challenging tasks, they do not develop self-confidence they will need as adults. Giving them daily chores to perform, with the satisfaction of a job-well-done as reward, provides them with the bonus of a *confident and competent* approach to life.

Training your children to help you with household chores is not as tough as it sounds, and is definitely worth the effort. The key is to start early, while the baby is still in the crib if possible. Making the bed in the morning should be as natural to any child as sleeping in it the night before. As soon as a child can walk, he should be encouraged to pick up his toys and put them in a basket or toy box. Even little toddlers can put soiled clothing in the hamper. Preschoolers are generally cooperative, and proud to be able to put utensils and napkins on the dinner table, or sort clean silverware into the drawer. Parents pay a fortune to send their child to Montessori schools where washing tables is part of the curriculum. Save money, provide a bucket of soap and water, and let your child wipe down surfaces at home for free!

Teachers in institutional schools score points when they bake muffins or hook a rug in class. Add these practical life skills to your own at-home curriculum. In the primary grades, your students should be learning all the housekeeping basics. Each child should be responsible for his or her own bedroom. Four-year olds can make a simple bed by smoothing sheets and comforters, and tucking folded pajamas under the pillow. At this age children can learn to fold laundry, starting with towels and washcloths and graduating to apparel, and are now old enough to put folded laundry away in their drawers. Jobs necessitating the use of large muscles—vacuuming, sweeping and raking—are ideal to burn off some of the excess energy primary age students exhibit.

During the middle school years, your children should be trained, at Mom and Dad's side, in all the skills needed to run a neat and thrifty home. Let them shop for food with you, chop greens for salads while you mix the dressing, and follow a recipe to bake brownies for dessert. Take the time to show middle school age children how to safely and properly clean each room in your house by demonstrating how you mend, dust,

mop, scrub the tiles around the tub, and wash dishes. Teach them how to sort wash and operate the washer and dryer. As soon as a child can be taught to obey safety instructions, turn over lawn mowing duties.

Some parents rotate chores among the children, assigning kitchen duty on particular nights, or posting a job schedule on the refrigerator. I have found that allowing children to assume long-term responsibilities gives them a proprietary feeling and they take greater pride in a job well done. For example, if your nine-year old loves to bake, put her in charge of desserts. She might really enjoy moving beyond packaged mixes, and looking for simple recipes to add to her repertoire. Accept her requests for ingredients that must be added to the shopping list. It's her job; let her do it.

In our house, one daughter has had the responsibility of keeping the much-used upstairs bathroom clean for the past two or three years. In this case, familiarity had led to a high level of cleanliness! Additionally, because this is “her” room, she scolds anyone who fails to rinse the tub, or put away the toothpaste. When another daughter cleans the kitchen, she is fast to direct late night snackers to put their dishes in the sink. Children are more cooperative about keeping the house tidy, when they feel a sense of ownership.

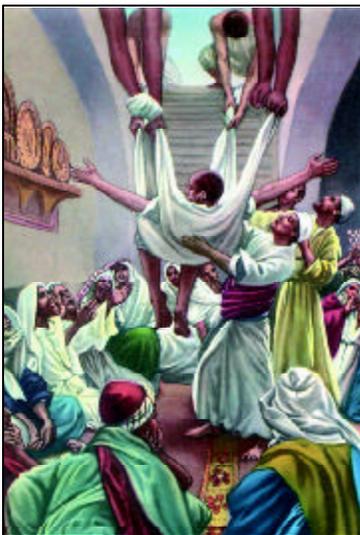
We can see training your children in housekeeping has many benefits. Time they spend on household tasks frees you to spend more time on lessons. As children become skillful and competent around the house, they gain confidence and true self-esteem from a job well done. Additionally, performing chores around the house helps your children grow in the virtue of industriousness. Developing habits of hard work will serve them well throughout their lifetimes, and will help them resist one of the sins against the theological virtue of hope—despair. Industrious men and women do not despair when the going gets tough. They roll up their sleeves and attack their problems. As you can see, your efforts to train your children have a big payback for you and for them. Get busy getting them busy!

## *Spiritual Friendship*

*by Rev. Thomas J. Euteneuer*  
*Human Life International*

The magnificent story of the friends who brought the paralytic on a mat to Jesus for healing (Mk 2:1-12) is one of the most beautiful examples of devotion witnessed to in the Scriptures, and it speaks volumes about the power of dynamic, persistent, uncompromising faith. The story was touching enough to be included in the Gospels as a story of love, but Jesus and the evangelists give it to us as a story of faith, and it is from the example of the friends' faith that we must learn while not failing to learn from their devotion either.

The friends teach us a few lessons about faith. First of all, faith is resourceful. The friends did not wait at the back of the crowd for someone to call Jesus out to them. They did not curse their luck and wish they had come earlier to get a front row seat. Nor did they leave their friend at home because there would be very little chance to get time with Jesus during His solo appearance in the area. Rather, they took the circumstances as they were, assessed the situation, put their heads together and came up with the most direct way of getting their man to Jesus: up he goes and down through the roof! "This is the chance of a lifetime, we can't miss it," they must have thought. Never let it be said that faith is opposed to creative thinking—hardly! Creativity is of the essence of faith.



Likewise, faith is persistent. Consider what the friends were faced with when they finally got their man hauled onto a mat and brought to Jesus: a dense crowd that was not readily opening a way through to four guys carrying a limp body to the front. Everyone wanted to see Jesus that day, and they were no exception. Failing to get through, they decided to go around, and probably found all the entranceways to the house full of eager listeners who were not interested in their precious cargo. Failing that, they decided to go *up*, but imagine the challenge of getting a fully grown paralyzed man up a ladder—likely two or three ladders together—and onto the roof of the house without him falling out of the mat or one of them losing his balance. These guys were tremendously persistent. I wonder whether I myself would have had that kind of willpower to bring a handicapped friend of mine to the Lord in the same way.

Faith is also bold. Myriad social obstacles must have caused them to think twice about performing a feat of this magnitude. They may have incurred the disdain of the crowd: "Who do they think they are, cutting the line just because they have a sick friend? All of us have sicknesses that need to be healed!" Maybe they felt the wrath of the owner of the house when they decided to dismantle his roof! One sharp rebuke, "Who is going to pay for this?" would likely have stopped me in my tracks. Or, worse yet, the friends had to fight their own self doubt about what they were attempting. "What if Jesus thinks we are foolish or insensitive or taking advantage of Him and refuses to perform the miracle?" This act was a huge risk for them, as it would be for anyone.

The persistent, creative, bold faith exhibited by these men is what true spiritual friendship is all about. True lovers get their spiritually handicapped friends to Jesus *at all costs*. No obstacles, internal or external, turn us away from bringing our loved ones to Jesus. Human respect, persecution, mountains of ego and imperfections are

not large enough obstacles to turn the friend away from his duty to present the spiritual paralytic to Christ and ask for His healing touch. The passage noted this one important detail: "when He saw their faith, He said to him, 'your sins are forgiven.'" Jesus did not cure the paralytic because of his faith—He cured the man because of his friends' faith!

We all experience the frustration of friends and loved ones who fall short of the faith ideals that we wish for them and try to live ourselves. None of us stands in judgment on the faults and failings of others who have betrayed, abandoned, or fallen away from the faith: we just want them back. We want them in communion with Jesus in all His radiant beauty and grace. We want to journey with them and fight together for the Kingdom of God in this world. We intercede for them to understand the highest aspirations of the homeschooling movement, the pro-life movement, the ancient Faith in all its splendor, but we do not see the immediate results we are looking for. We may have to pray and work for years to see them return to the Faith, but all of the creativity, persistence and initiative that we can muster have one object which is the goal of spiritual friendship: our friends' salvation.

Let us bring our friends and family members to Christ every day and place them on the altar where we meet Jesus in the Sacrament of the Eucharist. Let us never stop praying and working for their salvation, no matter what obstacles we may encounter or challenges life might present to us. We were placed with these souls for a reason, and if we give up too easily, their salvation—and ours—might be in jeopardy. Christ wants us to show Him how much they mean to us. He rewards our honest efforts to bring our friends to Him, especially when the ones we are pulling for are the "hard cases" of the spiritual life. That is why we have been put here at this time and in this place. Their souls are at stake. We can't give up on them.

Only in the end will we see faith's reward. Some day in His time the Lord will look up to us, and, seeing our faith will say to our spiritually paralyzed friends, "your sins are forgiven." That will be reward enough. What a joy that day will be!

## *Preempt Bad Behavior*

Several years ago, Dr. Mark Lowery, a homeschooling father and speaker at homeschooling conferences, gave a talk on "The Father's Role in the Homeschooling Family," and spoke specifically on rules of discipline. They were so helpful that we began to distribute them at conferences. In case any of our readers never saw them, here is the list of rules that Dr. Lowery gave us homeschooling parents. You might want to post these rules, and a few of your own, on the refrigerator!

Dr. Lowery insisted that the children memorize the rules, and when the occasion arose, all the children were to say together the rules for that situation. So for instance, before the children get into the car, they are required to say the memorized rules for being in the car, and of course, they are required to follow the rules. Here are the rules:

***In the car:*** Use the bathroom before getting into the car. Everyone wears a seat belt. No loud noises. Never disturb the driver. Don't ask "Are we there yet?" No aggravating the person next to you.

***At the dinner table:*** Before dinner, ask "What can I do to help?" Don't start eating until after prayers are said. Always tell the cook "Thanks for making this." Chew with your mouth closed. Always say please when you need something. No reaching across the table. No aggravating anyone at the table. Sit up straight. Don't leave the table without permission. Say at

least one intelligent thing during the meal. When the meal is over, ask "May I please be excused?" Remove your plate and glass to the appropriate place.

***In church:*** Don't lean on the pew. Stand straight, fold hands. Don't fiddle with your hands and face. When kneeling, fold your hands and keep them away from your face. Don't aggravate anyone. Think about Jesus and say your prayers.

***In the store:*** No running. No shouting. Never touch anything without asking for permission. Speak politely to parents and anyone else who may speak to you.

***Bedtime:*** No getting out of bed. No talking once prayers have

been said. If you cannot sleep, say some Hail Marys. In the morning, don't leave your bedroom until the time your parents have determined.

***In the presence of adults:*** Don't hide behind a parent. Introduce yourself: "Hello, my name is...." Always answer if you are asked a question. Speak clearly.

***On a birthday or at other appropriate times when receiving a gift:*** Always say "Thank you." Always open and read a card first, before opening the present. Always say "Thank you," even if you do not like the gift, even if you already own what someone gives you.

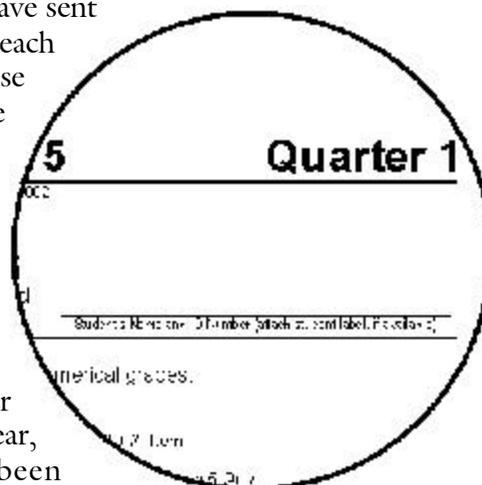
***General rules:*** No whining. Obey immediately. Say "Yes Ma'am" or "Yes Sir." Regularly ask, "What can I do to help?" Frequently say the magic words: Please, and Thank you.

### *Student Labels*

For many years now we have sent sheets of student labels to each family after they enroll. These labels have the student name and address and the student identification number. These labels can be placed on the quarter report forms when work is sent in to Seton.

However, there are not enough labels on the sheet to put a label on every quarter report form throughout the year, so many families have been asking for additional label sheets.

Unfortunately, printing all these extra label sheets has become very difficult for our mail department. Although the labels are helpful, you don't really need more labels once you run out. You can simply write your child's name and student number on each quarter report form. As long as you write the name and number, the papers will be accurately recorded when they are received.





### Conferences

Many state and local groups are now sponsoring their own conferences, inviting various Catholic vendors and curriculum providers. Seton is happy to participate at these conferences as a vendor. For more information, contact Mary Lou Warren at 540-636-9990.

**St. Louis, MO. April 3, 2004.** St. Louis Catholic Homeschool Conference at the Cardinal Rigali Center, 20 Archbishop May Drive, St. Louis. For info call Carmen at 636-447-1072.

**Pine Hill, NJ (Philadelphia area). April 17, 2004.** 5th Annual Homeschool Conference at Mater Ecclesiae Catholic Church, 261 Cross Keys Road, Pine Hill. For info email [chaplet@chaplet.org](mailto:chaplet@chaplet.org).

**Pasadena, TX (Houston area). April 23 & 24, 2004.** 14th Annual ARCH Curriculum Fair at St. Pius V Catholic School, 812 South Main, Pasadena. For information call 281-797-5578.

**Ripon, CA (Sacramento/Modesto area). April 24, 2004.** Northern California Catholic Home School and Family Conference at St. Patrick Catholic Church, 19399 E. Street. /Rte 120 Highway, Ripon. Co-hosted by Seton and Human Life International. Free admission. For information call Fran at 209-824-5795. The conference brochure is available on the Seton website.

**Harrisburg, PA. April 24, 2004.** 10th Annual Catholic Homeschool Conference and Curriculum Fair at Holy Name of Jesus Parish, Route 22 West, Harrisburg. For information call Ellen at 717-866-5425.

**West Allis, WI (Milwaukee area). April 24, 2004.** Greater Milwaukee Catholic Home Educators Curriculum Fair at Saint Mary Help of Christians, 6014 Madison St. For information call Kathy at 414-543-2665.

**Ankeny, IA (Des Moines area). May 8th.** 4th Annual Catholic Family Home School Conference at

Our Lady's Immaculate Heart Catholic Church, 510 E. 1st Street, Ankeny, Iowa. For information, contact Melissa at (515) 832-6214.

**Memphis, TN. May 14 and 15, 2004.** 5th Annual Catholic Home School and Curriculum Fair at St. Louis Church, 203 S. White Station Rd. For information, call Ana at 901-861-6089, or email [thebonds@highstream.net](mailto:thebonds@highstream.net).

**Chicago, IL. May 15, 2004.** Immaculate Heart of Mary Regional Catholic Home School and Family Conference at Dominican University—main campus, River Forest, IL. For information, call Carol at 708-267-7778, or email [chicago@ihmconference.org](mailto:chicago@ihmconference.org).

St. Paul, MN. June 4 and 5, 2004. 5th Annual Minnesota Catholic Home Education Conference and Curriculum Fair, at the University of St. Thomas. For information, call Debbie at 952-941-5646.

**Herndon, VA (DC area). June 25 and 26, 2004.** 2004 Immaculate Heart of Mary National Homeschool and Family Conference at the Dulles Hilton. For information, go to [www.ihmconference.com](http://www.ihmconference.com), or call 540-636-1946.

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## *Fr. Hardon Speech*

Catholic home schooling is the planned and organized teaching and training of children at home, for their peaceful and effective life in this world, and for their eternal salvation in the world to come.

I distinguish teaching from training, for I say that teaching addresses itself mainly to the mind, and training to the will; indeed, the training of the mind is in order to motivate the will.

We get our principles for authentic Catholic home schooling from Christ's closing directive to His apostles: "To teach all nations" – that's the mind – "to observe all that I have commanded you" – that's the will.

Home schooling, therefore, addresses itself to the mind in order that the will might be motivated to do God's will. It is the teaching and training of children at home that distinguishes it from teaching and training in formal school situations.

Home schooling in the United States is the necessary concomitant of a culture in which the Church is being opposed on every level of her existence and, as a consequence, given the widespread secularization in our country, home schooling is not only valuable or useful, but it is absolutely necessary for the survival of the Catholic Church in our country.

Home schooling in our country is that form of 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. ...

Home schooling has been necessary in the Catholic Church since her foundation. The necessity, therefore, is not the necessity that is the result of an emergency. No, Catholic home schooling is necessary, period.

And one reason is that it was so widely neglected before. So many parents practically abdicated their own obligation to teach their own children, and then found out, sadly, their children were not being given a Catholic education.

How do we know that home schooling is necessary? First, we know it from divine revelation. The early Church is normative, not only on what we should believe as Catholics, but on how we ought to learn our faith, and live it.

There were not established Catholic schools in the Roman Empire back in the first 300 years of the Church's history. Except for parents becoming, believing, and being heroic Catholics in the early Church, nothing would have happened. The Church would have died out before the end of the first century.

*Father John Hardon, speech at home schooling conference*

### *Seton Home Study School*

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