



Seton Home

Study School

Volume XXI, Number 12 ◆ *“Under the Magisterium of the Catholic Church”* ◆ December 2004

Mother of Mothers

As we celebrate the birth of Jesus Christ on Christmas Day, we also celebrate the motherhood of Mary, the Mother of God. She was at once the Mother of Jesus, the Mother of God, the Mother of Our Savior, the Mother of our Creator.

We Catholic homeschooling mothers contemplate Mary kneeling before the manger, loving her Baby yet adoring her Baby, willing to make future unknown sacrifices for her Baby in the days and years to come. As we consider the complete submission of the Blessed Mother to the Will of God, we need to submit ourselves to be willing to sacrifice for the sake of our children. These sacrifices of the daily efforts and struggles as well as the submission of our wills will bring huge graces for ourselves and for our children.

Mother of mothers, help us homeschooling parents not to weaken under the struggles of the daily demands of our homeschooling and the chores of our domestic responsibilities. Help us not to weaken under the pressures of the secular culture demanding that we send our children to be educated by those with a secular agenda.

Mother of mothers, help us to kneel beside you, not only as you

kneel before the manger which held your Child, but also as you knelt before the Cross which bore Him. Mother of mothers, let me know the joy of Christmas yet recognize the joy of the Cross.

Mother of mothers, to you I consecrate my family, myself, my spouse, my children, and all that we have. We want to belong entirely to your Son, Jesus, through you, dearest Mother. We want our home and family to be as holy as your family life was holy. We desire that our home be a home of prayer, love, patience, endurance, and work for your Son's honor and glory.

Mother of mothers, help us to model our home after yours. Help us to preserve the purity of the teachings of the Church, help us to be obedient to the commandments of God and of the Church.

Mother of mothers, help us to attend daily Mass and receive Jesus in Holy Communion as often as possible. Help us to make the time to go to Confession often. We know that frequent Confession can help us and our children to grow spiritually during this next year as we more regularly take a look at our response to the graces we are constantly being given.

Mother of mothers, we willingly surrender our freedom to you and your Son, Jesus. Keep us pure in mind, body and soul, in thought and in desire, in words and in deeds, in joys and in sorrows.

Mother of mothers, keep our family in peace and love. Give us your motherly consolation in our family troubles. Preserve the innocence of our children. Enlighten us as we raise, discipline, and educate our children in the one, holy, Catholic, and apostolic Faith.

Mother of mothers, help us to be the wife or husband we are called to be. Help us to be the mother or father we are called to be. Mother of mothers, give us hope in a world filled with hopelessness. While the fire of your heart inflames the lukewarmness of my heart, take my small gifts of sacrifice, and, Queen of Mothers, take to your heart all the struggling mothers and fathers of the world, especially those most in need of your motherly affection. Amen.

-MKC

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Questions We Are Asked

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

I often am doing home schooling late into the afternoon. Should it take this long each day to home school four children?

The first thing you have to determine is why the home schooling is taking so long. Is the problem actually an educational problem, or is it a discipline problem? In one family a mother has told me that her children often can hardly finish up their work by 5 or 6 in the afternoon. However, on the days when there is something scheduled, such as going swimming or going to grandma's house, all the children can finish their work by noon. If your children can easily finish up the schoolwork in 3 hours but they take 8, then the problem is discipline and motivation.

For the average family, assuming schoolwork starts at eight or nine in the morning, it is best to finish the schoolwork by three o'clock. Children get tired and anxious to play outside, and it is questionable just how much they are learning in the late afternoon.

Sometimes mothers spend too much time with oral lessons, or with working side-by-side with each child. Children do need to learn to work independently for some amount of time. Even young children can be shown how to start a lesson and then finish up by themselves. If every lesson is done with Mom, she will soon be exhausted if she has more than one child.

Consider having all four of your children work on the same subject at the same time. We always started with religion in the morning, and even though everyone may not have been on the same topic, it was easier to go from child to child with my brain and theirs on the same course. It is also easier for an older child to help a younger child when they are both studying the same subject at the same time.

Other subjects that especially went well when we were all doing them at the same time were math and English. These are subjects that need precise, accurate answers and two or more children could discuss a topic at the same time. We always did these in the morning, taking an hour for math, and at least 45 minutes for English. We did lots of diagramming.

During the half-hour or so before lunch, a lighter subject can be done. A half-hour of reading or working in a reading workbook might be appropriate for this time.

We always stopped at three o'clock. My boys knew that was the schedule, and they were determined to finish their work by that time. The high school courses would require more time in the evening, especially reading for book reports, but that is expected at those grade levels.

Normally, it is best to keep a regular school-day schedule. One benefit of home schooling is that the schedule can be adjusted for the activities of the individual family. However, children (and parents) need to have structure in their lives. When there is structure and the children know what to do at what time during the day, there is not a lot of time wasted wondering what to do next.

Structure also helps students and parents to understand what they need to have ready for the next day. To help with this, you might try printing out daily or weekly personalized lesson plans for your children using our online lesson plan printer. Using the lesson plan printer, it is very easy to customize exactly what you want your children to do each day. You can even add chores or other activities right into the lesson plans. The lesson plan printer is available at www.setonhome.org/myseton. You can find more information about the

lesson plan printer in last month's newsletter.

My boy in fourth grade is struggling with the book reports and with the history tests. Do you have any suggestions?

We do receive a number of calls from parents of fourth graders. We believe this is because the children are moving from the primary levels to the intermediate levels. Suddenly, more is required of the students. Their lessons are not so basic anymore. They must utilize the skills they have learned in earlier grades. Book reports demand more thinking, more analysis, and more interpretation, which can be difficult for some children.

Children need to have structure. When there is structure and the children know what to do at what time during the day, there is not a lot of time wasted wondering what to do next.

The questions in the textbook for the fourth grade history test may be a little difficult for some students. We have recently prepared more objective Seton-graded tests, which we have put on our web site. You can use these tests as an alternative if you wish. Just go to our web site, click on My Seton, Log On, make sure your child's name is in the upper right-hand corner, click on Courses, then scroll down to History. Move your cursor to the right column, and click on Course Resources to download the history test.

My daughter has just started in ninth grade and we are both learning grammar for the first time. Can you help us?

This situation is rather common because so many schools have neglected and continue to neglect the teaching of English grammar. You may want to order from our Seton Educational Media Department some of the English books from earlier grades, perhaps starting with 5th or 6th grade level books. These give simplified explanations of basic concepts. As your daughter proceeds through the ninth grade book, she can study the topic presented at the lower level. We also sell supplemental diagramming books which are very helpful; Book II, which is for grades 6 through 8, should be fine.

While this will not help your daughter this year, we are in the process of providing on our web site Preliminary Practice Exercises for all the English courses, grades one through nine. We now have them available for downloading for grades three and six. These additional exercises match the grammar exercises that are presented in the Seton English courses.

In this process of teaching and learning for yourself, in the process of your child learning from you, a special relationship blossoms between you and your child.

My boy in third grade is ornery and disobedient. He wants to go back to school with his friends. Is this typical?

We generally find that problems of this sort come at later grades. Most younger children like being at home with Mom and have not yet “bonded” that much with school friends. However, sometimes in the first year of home schooling, especially in the early months, some children believe that if they just cause enough trouble, parents will give

in and return them to school. As is so often the case, however, disobedience and bad temperament are really encouraged and supported by the other students in a school. Keeping your son at home and teaching him how to be a good practicing Catholic is what he needs.

If at all possible, we recommend daily Mass. If the pastor says your son is old enough, consider asking him if he would like to be an altar boy during the week. The opportunity of receiving graces at daily Mass should help him learn to control himself.

Also consider joining a Catholic home school support group where your son can meet other Catholic boys who are happily home schooling. See if the home schooling group has fun activities, such as sports teams, that he can join. He can easily find new friends and thus lessen the desire to return to a school.

I'd like to substitute a science book for the science book you sent. Since your text is not Catholic, is that okay?

Yes, that is fine. We are doing our best to produce a complete series of Catholic science textbooks, but as of now, we still do not have any for grades three, five, and six. We hope to have those produced in the next few years. For these three grades, and for the high school levels, we are using Christian textbooks, which we think are very good. We have written a new high school online-only Catholic Biology text which is now available on our website.

In the elementary grade levels, whenever a student uses a science text and course which is not from Seton, we ask parents to grade their own tests and to send them to us. We will record the grade on the student's report card.

If a parent wishes to use a different science textbook for the high school grades, parents need to fill out an Independent Study Request Form. This can be requested by phone, and it will be mailed. The Form can also be downloaded over the Seton web site. Simply click on My Seton, Log On, then click on Resources. Scroll down to “Request for Independent Study Approval” or “Frequently Asked Questions.” You may fill out the Request Form online, or download the form and mail it in.

I was not very good in English and writing in school. How can I help my children do well in their writing assignments, especially with their book reports?

Practically speaking, the best way to help your child write book reports is to read the books yourself, preferably along with your child. Help your child to mark the paragraphs which seem to fit into the outline of the topic sentences which Seton gives for writing the report. Also, along with your child, read the chapter notes from the Seton web site. Have a good discussion with your child about the book, not only as you read each chapter, but also in relation to the Seton topic sentences.

It does not matter whether you were a good or poor student years ago when you were in school. What matters is now. What matters is that you learn right along with your children and teach them as you learn. It is really a wonderful experience, one that you will never forget, and one that you will never, ever regret.

In this process of teaching and learning for yourself, in the process of your child learning from you, a special relationship blossoms between you and your child. Not only have you given your child your time and your effort, in a way you are giving your child your heart and your soul. No matter how much you give your child in food and clothes, it will never come close to what you give your child when you teach, because you are giving yourself, who you are, what you are. Hopefully, you are giving the very best part of yourself, the essence of who you are, the Catholic person you are in your soul.

Though your child may not have a clear understanding of all this right now, he does understand, on some level, that you are a loving parent who is willing to take the time and effort to teach facts as well as values and how to live the Catholic Faith. Later in life, there will be a better understanding and appreciation of your efforts. When your children become parents, and when they home school, they will have the full realization and appreciation of the sacrifices you made for them while they were growing up.

Angels

by Glen Tortorella

based upon a speech by Father John Perricone

Father John Perricone offers an inspiring perspective of an important and often misunderstood topic: angels. Understanding angels is essential for faithful Catholics, and especially for the Catholic homeschooler. In his lecture, Father outlines the fundamental aspects of angelic creation and reflects upon the roles of angels, both in heaven and in our lives.

Why are angels an “extremely important topic for Catholics training young Catholics?” Father asks. The answer lies in three modern cultural problems: secularism, individualism, and isolationism. Father examines each of these three ideological errors, and how contemporary society accepts and enshrines each as an integral social and political norm.

Secularism is an “ideology developed since the time of the French Enlightenment,” Father begins. As the thinking of the Enlightenment became the prevailing force in Western philosophical, political, and social circles, its errors have gravely influenced modern society. Father remarks, “The whole notion of the supernatural was thought to be an imposition upon members of a society.” Father continues, “Pluralistic society...had to eliminate God and the supernatural.” The result of this awful state of affairs was that “religion was privatized.”

Relating these important historical events to our own time, Father points out, “We see this in our own pluralistic American society.” In the climate of this choose-your-own-religion-or-none-at-all ideology, indifference and atheism flourish. The “natural trajectory” of secularism, Father adds, has consequences for all, especially young people. Father notes, “Even though you and I do not subscribe to this ideology, young people cannot help have it enter the pores of their being.” “Doctrinal study, piety, and prayer” act as an antidote to these harmful ideas.

Individualism is “part and parcel of this Enlightenment ideology,” Father

underscores, as it leads to the “radical isolation of one individual from another.” In the pursuit of individualism, truth is negated. The individualistic bent of modern man may be identified in his “attempt to exclude truth entirely from any conversations with others.” In an individualistic society, “All that matters is my own feelings and my own opinion.” Individualism is, thus, that “distortion of the person that leads him to think that he is alone” and a “God unto himself.” The doctrine of the angels “helps free us from this,” Father assures.

Having similar effects to that of individualism, isolationism follows naturally. Isolationism is what “Thomas Hobbes talked about in the beginning of the seventeenth century.” In Hobbes’ view, man follows only his individual interests, which results in a “war of all against all.” Noting that “After Galileo, science was disconnected from its moorings...in God,” Father relates the ultimate outcome of isolationism, commenting that the Enlightenment’s world had become “a completely empty vacuum.” In the nineteenth century, with his hypotheses of randomness and “survival of the fittest,” Charles Darwin confirms this view. Hence, modern man, from the perspective of secularism, individualism, and isolationism, is an unreligious, lonely, confused being doomed to the vagaries of a chaotic, unintelligible world, a “victim of random forces.”

The doctrine of the angels remedies this frightening account, as it “reminds us that we are never alone,” and leads one to “the doctrine of the communion of the saints.” The angels help in “guiding the universe,” and, according to Dante, their work creates “a music,” Father comments. When science is detached from belief in God, realities, such as angels, become farcical figments of a hopeless, pious yearning.

Discussing the qualities of angels, and the truths of their existence and purpose, Father develops four fundamental points: that angels exist,

that they are persons, that there are two kinds of angels, and that Catholics should love them and pray to them. “We look at angels not as something that can be proven because they can’t be proven,” Father stresses. For certainty in this area, one must defer to the infallible teachings of the Church. In 1215, the Fourth Lateran Council infallibly defined the existence of angels. Since a Catholic has certainty in the dogmas of the faith, such teachings provide an unshakable foundation for our thoughts and prayers.

Knowing that angels exist is only a small portion of what has been revealed about them. Angels are persons. They are, no doubt, nothing like what many contemporary people think of them. New Age ideas have corrupted the angels’ status as persons. The nonsensical whims of Hollywood and popular culture have only eroded the reality of angels. The “wasteland of afternoon talk shows,” Father confirms, has perverted the true sense of what an angel really is. “Oprah Winfrey might wear the angel lapel pin,” but that is not because such people “surrender to these supernatural beings” or submit to the Church’s dogmatic teachings on angels. For Hollywood and popular culture, angels are “simply another affirmation of the imperial self,” Father concludes.

What are the implications of the personhood of the angels? A person, according to Boethius’ classical definition, is “any substance of a rational nature.” Thus, the term *person* may be correctly applied to both angels and people. The distinctive feature of an angel is that, while an angel is a person, an angel does not have a body. An angel is a purely spiritual being. “Love is rooted in choice,” and angels certainly have the power of choice, Father continues. Further, since an angel does not have a body, an angel is not limited by a body. An angel’s knowledge of natural things is, as Father points out, unlimited. An angel “can do just about anything.” For instance, an angel could “move a continent.”

The two kinds of angels are, simply, bad angels and good angels. Father explains, “God did not make them in

Heaven. They had to earn their heavenly reward, just like we do." Unlike men, angels "are not born." "At the moment of their creation, they are everything they will ever be."

Father continues, "They make a free choice at the moment of their creation." The angels knew God existed, but "did not see Him." Some angels said to God "Serviam," which means, "I will serve you." Others said, "Non serviam," which means, "I will not serve you." These responses to God, which are in the Church's traditional Latin formulation, illustrate the distinction between the good angels and the bad angels (or devils). Saint Michael the Archangel led the good angels into Heaven. The bad angels, freely choosing their destiny, were given "a place where they can serve themselves, hell."

In discussing the different kinds of angels, Father enlists the accepted tradition of the Church: "The angels are divided into nine hierarchies." This order is based upon what angels do, and it also reflects the closeness of a particular rank of angels to the Blessed Trinity, the beatific vision. The nine hierarchies are divided into three groups. The first set of three are always gazing upon the Face of God. The second set of three help in governing the universe. The third set of three coordinate and guide the affairs of men. The highest rank of angels are called *seraphim*, while the lowest rank of angels are called *angels*. An example of an angel of the rank of *angel* would be one's guardian angel.

Father concludes his lecture by addressing the question: why should one love the angels and pray to them? In response, Father instructs: "They [the angels] allow us to be humble." Father reminds us that "The angels always look upon the Face of God, either directly or indirectly." Therefore, the angels, if we pray to them, are able to bring our prayers to the very throne of God. Father adds that the angels act as "secondary causes," not because God lacks the ability to do everything Himself, but because He prefers having angels assist in guiding and directing His Creation. The angels—the good angels, that is—are our invisible, yet entirely real, faithful, and dedicated intercessors.

Urbi et Orbi Message for Christmas of Pope John Paul II

*Descendit de caelis Salvator
mundi. Gaudeamus!*

The Saviour of the world has come down from heaven. Let us rejoice! This proclamation, filled with deep rejoicing, echoed in the night of Bethlehem. Today the Church renews it with unchanged joy: *the Saviour is born for us!* A wave of tenderness and hope fills our hearts, together with an overpowering need for closeness and peace. In the crib we contemplate the One who stripped Himself of divine glory in order to become poor, *driven by love for mankind*. Beside the crib the Christmas tree, with its twinkling lights, reminds us that with the birth of Jesus, the tree of life has blossomed anew in the desert of humanity. The *crib* and the *tree* are precious symbols, which hand down in time the true meaning of Christmas!

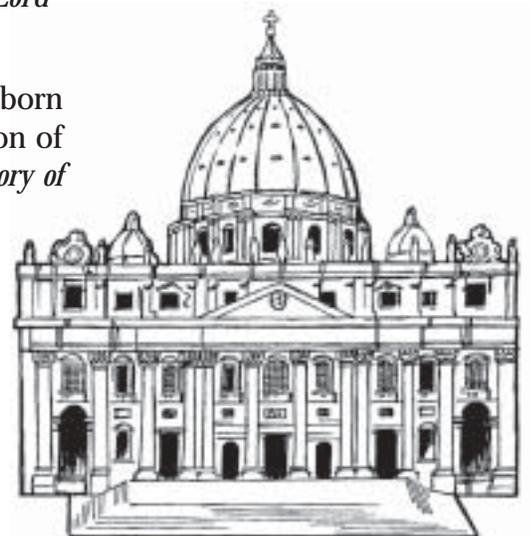
In the heavens, there echoes the proclamation of the angels: "*To you is born in the city of David a Saviour, who is Christ the Lord*" (Lk 2:11).

What wonder! By being born in Bethlehem, the Eternal Son of God *has entered into the history of each person* living on the face of the earth. He is now present in the world as the one Saviour of humanity. For this reason, we pray to Him: *Saviour of the world, save us!*

Save us from the great evils which rend humanity

in these first years of the third millennium. Save us from the wars and armed conflicts which lay waste whole areas of the world, from the scourge of terrorism and from the many forms of violence which assail the weak and the vulnerable. Save us from discouragement as we face the paths to peace, difficult paths indeed, yet possible and therefore necessary, paths which are always and everywhere urgent, especially in the Land where You were born, the Prince of Peace.

And you, Mary, *the Virgin of expectation and fulfilment*, who hold the secret of Christmas, make us able to recognize in the Child whom you hold in your arms the heralded Saviour, who brings hope and peace to all. With you, we worship Him and trustingly say: we need You, Redeemer of man, You who know the hopes and fears of our hearts. Come and stay with us, Lord! May the joy of your Nativity reach to the farthest ends of the universe!



Answering the Relatives

by Ginny Seuffert

Previous columns have discussed how to raise respectful, obedient children who will be a delight to teach at home. Many parents instinctively follow the same common sense rules that our parents and grandparents used, insisting that children from their earliest years learn respect for authority, courtesy for others, and self-control. By providing a preschool environment of faith, order, good health habits, and early learning fun, parents raise children who eagerly anticipate the day when the box with their kindergarten books is delivered. Why is it then, that these parents who have done such a great job of preparing their kindergarten scholars, anticipate the first day of “real” homeschool with apprehension? Often the reason is because they are worried about the reaction of relatives, extended family members, and close friends.

Societal pressure is on to push youngsters out the front door and on to the school bus at earlier and earlier ages, and some of the pressure comes from family members, friends, and neighbors. As virtually every mom in the United States is capable of teaching shapes and colors to preschoolers, close-at-hand family critics often confine their early censure to whispered comments that little Johnny will never learn how to socialize properly. Relatives often shift into high gear, however, at the first hint that parents are contemplating home education during the elementary grades. Some moms and dads, especially young parents who lack confidence in their own abilities, understandably hesitate to serve themselves up as the main course at the family barbecue, no matter how convinced they are in the superiority of homeschooling.

The proper response by homeschooling parents to these comments must be charitable but also steadfast. In almost every case, friends and family have your children’s best interest at heart, but usually they know little about homeschooling. Many formed positive impressions of public or parochial schools decades ago, when the curriculum was reasonably

wholesome and the majority of the students hailed from intact families with strong Christian values and expectations. In addition, relatives have read newspaper articles about homeschooling which usually feature “unschooling” advocates, and always include an spokesperson for public schools pontificating about the limited opportunity for socialization at home. Friends and family may feel you are shifting towards the fringes of society, so it is a good idea simply to reassure them with a friendly smile.

When dear ones object to homeschooling for kindergarten, often the best response is a good humored and vague statement: “Oh, Janie did so well in our little home pre-school, that we thought we would keep her home one more year.” If grandma hands you a not-too-subtle hint by giving Janie a school lunchbox, ignore the nudge, thank her, and use the lunchbox for trips to the museum. When pressed to commit to sending her to school for first grade, say, “Oh, goodness, we take just one day at a time. Who knows what we’ll do next year?” When first grade arrives, you can explain: “Janie just loved her homeschool kindergarten! We’re thinking of keeping her home another year.” Eight years later, when friends are extolling the virtues of the local public high school, just sing the same song: “Dear me! Janie has done so well the last eight years that we’re going to let her finish freshman year at home.” Not arguing, and not making negative statements about the choices of others, often leaves critics with little to say or argue about.

If you are really pressed, consider the source. Frankly, how you educate your children is the concern of only those intimate family members closest to you. If neighbors, members of your parish, or your second cousin refuse to accept a smile and an off-hand explanation, you do not need to respond further: “We’ve given this matter much thought and prayer, and home education is our decision for this year.” If the questioner

is stubborn, just keep repeating this phrase: “We’ve given this matter much thought and prayer, etc.,” and refuse to justify yourself to someone who has no legitimate interest in where or how your children are educated.

Close family members can offer a bigger challenge. After all, young moms frequently ask their own mothers for advice on a variety of issues relating to home making and childcare. Grandparents and close aunts and uncles often provide free babysitting and take your children along on their family trips. It is not a good idea to encourage strong bonds among family members one moment, and then tell them to mind their own business the next. For these situations, here are a few answers to the most common objections homeschooling parents hear.

How will he ever make friends?

“He already has friends: his brothers and sisters, his cousins, and his buddies from the neighborhood. He can still play with them. As a matter of fact, Johnny will have more time to play than his friends have because he won’t have any homework in the evening.”

She’ll grow up to be weird!

“Goodness, do you really think Janie is weird?”

How is he going to learn to handle himself in social situations outside the family?

“He’ll still play soccer, go to reading hour at the library, and play with his friends. We’ll make an extra effort to provide him with social situations. In school, where the children are forced to associate with the same children day after day, I think children often find it difficult to resist the social pressures.”

Maybe teachers can homeschool, but you do not know the first thing about teaching a child to read or write.

“That’s why I’m enrolling Janie in an organized curriculum that was written for homeschooling parents. The school is accredited, and teachers can be reached by phone or email for help anytime I might need it.”

You didn’t even finish college. How are you ever going to be able to teach chemistry or trigonometry?

“Johnny is only five! I have lots of years to research how other homeschooling families teach upper level math and science. I know there is more help for students online now, and with our Seton program, math and science counselors are available.”

Frequently, the best way to showcase the benefits of homeschooling to those you love is by letting people interact with your family, especially your intelligent, articulate and courteous children. When people compliment me on my children, I never pass up the opportunity to credit Catholic homeschooling for the way they are turning out. When neighbors say, “I don’t know how you do it!” I always tell them what a joy it is to have the children with me during the day. When other moms indicate that they might be interested in home education, I tell them, “Do it! You will never be sorry.”

Let me repeat that for all the parents who are being beaten down by the negative impressions relatives and others have of homeschooling. “Just do it. You will never be sorry.”

Pray Without Ceasing

As your family prays for your intentions each day, we ask you to keep Seton Home Study School in your prayers, especially during the Holy Sacrifice of the Mass.

The Seton Home Study Newsletter

is published monthly by
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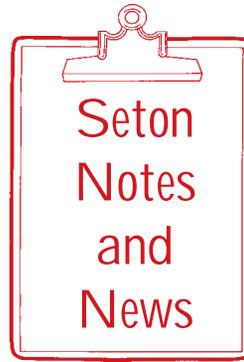
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Subscription price for non-enrolled families is \$15 per year. Free online at www.setonhome.org/archive/default.stm

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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.

Memphis, TN, March 18/19, 2005. 6th Annual Catholic Homeschool & Curriculum Fair: Back to Basics. St. Louis Church, 203 S. White Station Road, Memphis, TN. Speakers include Dr. Ray Guarendi. For more information, contact Ana at 901-861-6089, or email thebonds@highstream.net.

Harrisburg, PA, April 9, 2005. The 11th Annual Catholic Homeschool Conference & Curriculum Fair. Holy Name of Jesus Parish, Route 22 West (6150 Allentown Boulevard), Harrisburg. Speakers include Fr. Robert Levis and Mr. Eric Genuis. For more information, contact Ellen at 717-866-5425, or by email at conference@catholichomeschoolpa.org.

Houston, TX, April 9, 2005. 2005 ARCH Home Schoolers of Houston, TX Book Fair and Speakers Forum. St. Theresa’s Catholic School, 6622 Haskell St. (near Memorial Park), Houston, TX. For information call 281-797-5578 (leave message) or email info@arch-homeschool.org.

West Allis, WI (Milwaukee area), April 15-16, 2005. Celebrate the Faith Catholic Home School Conference and Book Fair, Archbishop Cousins Center, 3501 S Lake Drive, Milwaukee, WI. Speakers include Fr. Pablo Straub. For more information, contact Beth at 414-762-6263, or email rpyank@juno.com.

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High School Math and Science: Tom Herlihy, Ext 165 or
540-636-1846; Don Valaike, Ext. 132

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 ***Merry Christmas*** 

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