



# Seton Home



# Study School

Volume XXIII, Number 4



*“Under the Magisterium of the Catholic Church”*



April 2006

## *The Resurrection*

“Christ is risen from the dead! He has crushed death by His death, and bestowed life on those who lay in the tombs.”

These words of the Byzantine Liturgy of the Catholic Church remind us of the great but paradoxical truth at the heart of Christianity: accepting suffering and death as a sacrifice or offering to God is the only weapon that defeats suffering and death and their source, sin. Likewise, such acceptance is the only path that brings about joy and immortality, and the holiness that is their source.

This paradoxical truth was lived out and revealed in the life of our Savior Jesus Christ, especially in His Passion and Resurrection. The suffering and death of Jesus in His body was followed by eternal life in His raised body and soul.

If there had been no Passion, there would have been no Resurrection in this world. If we do not accept suffering in faith, we cannot embrace immortal joy. If we do not voluntarily sacrifice for God and surrender to Him, then we will not receive the glory and abundance of heaven.

Offering our sufferings to God and voluntarily taking on other sacrifices for the sake of God can only be done by cultivating a vivid awareness of the world to come. Our prayer, striving for virtue, and our sacramental life must be occasions in which the reality of heaven breaks in because we focus on heaven and keenly desire it.

Frequent attendance at Mass leads us to anticipate the Heavenly Banquet; frequent confession leads us to anticipate a merciful judgment at the end of our lives and of history. Daily recitation of the rosary makes

us yearn to join our blessed Mother in heaven. Our regular reading of the Bible should unveil for us how the histories of salvation, of the world, and of our individual lives are only really understood from the point of view of their purpose and end: bringing all of creation into union with God in heaven. Finally, our regular prayer must not only be a cultivation of the presence of God at any one moment in life but also a desire to move toward God with whom we will spend eternity.

These two truths—no joy without suffering, and no glory without focus (on it) and desire (for it)—can be both a dose of realism and an encouragement in our daily lives as home schooling families.

Being a parent means daily sacrifice. It means we largely give up the pleasures of peace and quiet, the pleasures of community activities, or the pursuit of a favorite hobby. Many of us acknowledge that the daily schedule of preparing meals, doing laundry, cleaning the house, and practicing family devotions that involve a number of children is demanding enough without the added responsibilities of home schooling our children. Yet, all we need to do is look at Christ, the Man of Sorrows, who revealed Himself as the Light of the World, by rising in brilliance and glory from the darkness of the tomb.

Jesus teaches us that the crosses of everyday life and the sacrifices that we make for our families, and especially the sacrifices we make to home school our children, can result in huge, immeasurable results. The fact is that we are following in the footsteps of Jesus by being willing to sacrifice our own desires for the sake of educating our children in the Faith. By

dying to ourselves, we are preparing for the eternal life and glory to come for those who seek Jesus Christ first.

Sometimes we do not think about the eternal reward as we deal with the daily issues of teaching. During this Holy Season, let us remind ourselves and our children to cultivate a sharp focus on the heavenly reward and a keen desire for it. We could discuss and pray about such topics as the Resurrection of our Lord and its anticipation in the Transfiguration, the resurrection of our own bodies at the end of time, the glory of Jesus, Our Lady, and the saints in heaven, and our heavenly fulfillment as blessed sons and daughters of the Father, beatific brothers and daughters of the Incarnate Son of God, and blissful friends of the Holy Spirit.

Let us conclude by making this prayer from the Byzantine Liturgy our own: “Now that we have seen the Resurrection of Christ, let us adore the all-holy Lord Jesus, the only Sinless One. We bow in worship before Your Cross, O Christ, and we praise and glorify Your Resurrection, for You are our God, and we have no other, and we magnify Your name. All you faithful come, let us adore the holy Resurrection of Christ, for behold, through the Cross, joy has come to the world! Let us always bless the Lord, let us sing His Resurrection, for by enduring for us the pain of the Cross, He has crushed death by His death.”

## *Inside . . .*

<i>Questions</i> .....	2
<i>Household Routine</i> .....	4
<i>Importance of Fathers</i> .....	6
<i>Conferences</i> .....	7
<i>Lenten Message</i> .....	8



## *Questions We Are Asked*

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

### **How long should it take each day to teach my child the subjects for fifth grade?**

This is something that is mostly learned by experience. Most kids do well in some subjects, and don't do as well in other subjects. As a result, you cannot simply say each subject will take about 40 to 45 minutes, though that is what we consider the usual amount of time for the core subjects.

While you might teach English, History, and Science for 40 to 45 minutes a day, Reading and Math you might teach in two thirty-minute classes, or have your student do one thirty-minute class with you in the morning, and another on his own in the afternoon.

Some classes certainly take less time, such as spelling and vocabulary, which can be done in just a few minutes at this grade level. Some children can do these on their own. Some parents like to double up on Science and History, taking half the year for one and the second half of the year for the other.

Often, the question of how long a subject takes is more a discipline problem or a concentration problem than an educational problem. If a student seems to take forever to do the simplest thing, he or she is probably daydreaming and not working. (In rare cases, this could be caused by a learning disability.) To see if they really can do their work, tell the children you will have a fun treat in the afternoon if everyone finishes their schoolwork. You may be shocked at how quickly they finish.

### **Do most home schooling moms get help from their husbands?**

Yes, but the help is in different ways and degrees. Some husbands really get involved. I have one son who takes three

of his children to work with him and works with them at his office. I have another son who spends his evenings helping the high school kids with their math. If husbands can help with one or two subjects, especially at the high school level, this is really great! Even if they can assist only on weekends, it is a huge help for busy moms.

Some fathers don't get involved as much in the academics but help more with other things, such as caring for other children while mom is teaching, doing the shopping, building bookcases, or putting in walls for a home schooling area in the basement or attic.

If you feel that your husband should be helping more, have a serious conversation about your wishes. He may simply not know that you would like more help, or he may not realize in what areas he could help.

### **I am a single mother, and I am struggling. Can you give me any suggestions?**

Single mothers have a real burden because the home schooling schedule usually needs to be adjusted to accommodate the work schedule. These mothers need to pray to the Blessed Mother to help them to have the energy to work as well as to raise their family and to home school their children. One mother told me recently that she is a nurse who works full time on Friday, Saturday, and Sunday, and actively teaches the other four days of the week. Since her children are in junior and senior high school, they are able to do some work on their own.

Some mothers work an evening shift and teach during the day. Some mothers find a relative or a friend who can either help teach or simply supervise the children during the day, while she checks

over the work in the evening or on the weekend.

You would be surprised how many grandmothers (and grandfathers, too) are teaching their grandchildren while the mother is working. These grandmothers are heroes. Some are teaching two, three, or four children. This is a great blessing for the children as well as for mothers.

---

*If husbands can help with one or two subjects, especially at the high school level, this is really great! Even if they can help only on weekends, it is a huge help for busy moms.*

---

### **My baby is due in May, and I need to take some time off from home schooling. But I hate to have the children be away from their schoolwork for an extended period of time. Do you have any tips?**

Even if you can't keep up the schooling the way you would like, try to keep the family prayer life going. You all need the graces, and your children especially need graces to be good and to be successful in their schooling when you might be tired and not as available as usual.

If possible, keep the kids working on at least the basic courses, such as Math, Religion, Reading, and English. I used to have the kids sit on the floor around my bed, and even have one or two on the bed.

Have the older kids work directly from the lesson plans. They can check off the assignments and date them as they do them. Are some of the children old enough to check their answers in the answer key? Older children can help younger children; give them a little reward for being a "teacher's aide."

### **My son is lonely and misses his friends from school. How can I help him?**

Kids are pretty adaptable. Try finding new friends for him in local home school groups with activities for the children. Also, if there are other children in the family, see if he can become more involved with them. Often children don't play with their brothers and sisters when they attend school, and don't see their siblings as playmates. Try to encourage your son to do things with his brothers and sisters. There might be some local recreation center or YMCA which has activities that he can enjoy along with a brother or a sister.

---

*Proverbs 13:20 tells us that those who keep company with the wise will become wise, and those who keep company with fools shall suffer for it.*

---

If your son is older, consider enrolling him in some local sports, drama, or music activities. Also, ask your husband about some activities they can do together. He might be able to join your husband in trips or sports outings.

Friends are in some ways a double-edged sword. You want your children to have good friends, but you don't want them to have friends that will be a bad influence. On our Seton message board, a mother wrote about how she had a young son who was lonely but started making friends in school and was happy to be part of a group. But the group was unkind and judgmental and he wanted to fit in, so he started taking on the bad characteristics of his friends. When her son started telling her how "parents don't know anything," she decided it was time to get him away from that group. So now he is at home, with fewer friends, but more able to be himself and not always worried about

who will make fun of him for what he does or what he wears.

Proverbs 13:20 tells us that those who keep company with the wise will become wise, and those who keep company with fools will suffer for it. Pray to your son's guardian angel that your son may find good friends.

### **Why do you not use the Saxon for the early grades as well as for the later grades?**

It's mainly a matter of money. Saxon is very expensive in the earlier grades compared to other materials available.

The MCP workbook series is a good series which has been used in the Catholic schools for many years. We have evaluated the Saxon and MCP books and do not see any substantial difference in the concepts learned between the two series. Saxon has an approach which incorporates constant review in each lesson, but our lesson plans for MCP recommend review of specific past lessons.

One reason we have favored the MCP book in the younger grades is because the workbook is especially user-friendly for younger children. Some have asked why we don't send the Teacher's Manual. We don't send any manuals from the publishers because they contain mostly ideas for classroom group activities and extra exercises. In a one-to-one situation, much of this cannot be used and it would be a waste of money. We have tried to add any relevant ideas or teaching concepts to our lesson plans. In our Seton lesson plans, parents have the advantage of teaching tips without going through pages and pages of ideas that cannot be used.

Of course, we do offer the Saxon math books as an alternative in the lower grades (there is an extra book fee). Each parent needs to decide what is best for each child. Like every important decision, you need to pray that God directs you to use what is best for your children.

### **My son is finding that reading the book assigned for the book report is a little difficult. What do you suggest?**

See if we have an alternative book-report title, which we do in some of the grade levels. However, you might consider reading the book along with your son and try to find out what the problem may be. Is the vocabulary too difficult? Is he having reading problems or is he having comprehension problems. If you listen to him read, see how well he can read. You can easily tell if he is having problems understanding what he is reading.

There is nothing better to help a student become a better reader than having him read as much as possible. Find some lower-level books which he can read easily and which might be of interest to him, such as books about animals or young scientists discovering something. Mysteries are always of great interest, as well as books about soldiers. Make a point of taking him to the library and letting him pick out his own books. Give him some interesting books on the life of a saint.

### **Do you encourage Seton students to be enrolled in the local parish Sunday morning religion classes?**

We do not encourage or discourage parents who are home schooling to send their children to local parish religious education classes. However, the decision must be up to the parents to decide what is best for their children.

Remember, the CCD classes are geared toward children who are in public school and are not receiving any other formal catechetical instruction. Children who are learning their catechism five days a week do not need to attend more classes on Sunday morning to learn their Faith. In fact, we hear that our enrolled students tend to know the answers to the all the questions asked by the teachers. We have been told that some teachers ask the home schooled children NOT to answer all the questions to give the other children a chance to answer.

Some parents are not interested in having their children attend classes intended for the children who attend public school. These children are not only more behind in their religious education than the home schooled children, but they also bring some of the

*Cont'd on page 5*

## *Naptimes, Bedtimes and Other Routines*

*by Ginny Seuffert*

I'm writing a book! It will not be about Catholic home schooling; Dr. Clark has a Ph.D. and she already wrote that book. It's not about teaching the faith in the home; I'll let holy priests do that. My tentative title is *Restoring Common Sense in Parenting* and I am amply qualified to write on this subject, having descended from a long line of sensible women. My goal will be to explain why highly educated, healthy women of today seem to have such a difficult time raising courteous obedient children, when generations of our barely literate grandmothers, with limited resources and burdened with back-breaking labor seemed to do that predictably and with ease. It appears to me that we have lost the good common sense of generations before us, and are allowing experts to tell us that children should decide for themselves how they should be raised. Allowing children to pick when to sleep and eat, all on their own, is a case in point.

When I was a little girl, my brothers and I watched a television show called *Terrytoon Circus* every night at 7 o'clock. The "stars" were Claude Kirchner and a character named Clownie. At 7:30 they would sign off and Claude would end with, "And now it's time for most of you to go to bed." And we did, every night at 7:30! Our bedtime was no later than 8 o'clock until we started junior high school. My mom had the good common sense to realize the obvious: 1) kids need scheduled early bedtimes, and 2) parents need kids to have scheduled early bedtimes. What happened to bedtimes?

Whatever it was, the same enemy is also attacking naps and regular meals. I speak to parents every day of the week—many with large families—who are incredibly stressed by the lack of routines in their home. Little children—even toddlers—are still bouncing off the walls at 10 or 11 o'clock at night while exhausted parents beg and plead with them to go to bed. Moms report that babies just "gave up" their naps around their first birthdays and refuse to lie down during

the day. Toddlers, school children, and teens troll the kitchen at all hours, snacking and leaving dishes and glasses all over the house. One mom told me that she is being "held hostage" in her house, surrounded by children at all hours, who are no doubt cranky from lack of sleep.

I had twelve children and I never felt that way. Here's why! My children woke up at more or less the same time everyday. They ate breakfast, lunch and dinner at the same time most days, and were allowed snacks only when I said so. They took naps, or at least lay down for an hour after lunch, until they began kindergarten. And then went to bed—early! This regular, predictable schedule allowed me to have some serenity, even during the period when I nursed four infants in five years.

This is why I was able to stay calm amidst the chaos; there was no chaos! When the dust bunnies began to look like tumbleweed, I knew I could sweep during naptime. I trusted that once the dishwasher was loaded, the kitchen would stay clean until the next meal or snack. When my husband and I weren't able to get one sentence out of our mouths without being interrupted by a child, we could anticipate some quiet conversation later after bedtime. I normally was able to fit in a daily Mass and rosary, even during those years when I was nursing two children. While I was unbelievably busy and occasionally stressed, I never really felt like my life was out of control or that my children were holding me hostage. Frazzled parents should examine their household routines, and see if they would benefit from a healthy dose of regular meals, naps and bedtimes.

Every family is different and you must find what works for your family. But I do believe that almost every family would benefit from more structure and better scheduling. Here's how I have done things in my family:

### *Bedtimes*

Like most mothers, I nursed my infants on demand, but from the toddler years until adolescence, healthy active children

need lots of sleep every night. By a happy coincidence, moms and dads of toddlers and school age children need them to sleep a lot each night so parents can enjoy some peace and quiet. Kids, who do not always understand what is in their best interest, often resist bedtime, but wise parents stay the course.

As soon as possible explain that bedtime is bedtime, period! Develop a routine, starting half an hour before bedtime, of throwing soiled clothes in the hamper, changing into pajamas, washing up, brushing teeth, and saying prayers. After that the lights go off. Older children may stay in bed and read, but if Mom or Dad hears them, the lamp goes off.

This routine will be upset for a while when Junior learns how to climb out of the crib. Then bedtime may become a battle of wills! Either Mom or Dad has to stay in the room, perhaps reading a book using the light from the hall, and keep putting Junior back into bed, no discussion allowed! Don't argue and don't explain, just stand firm. After a while Junior catches on that all resistance is futile and goes to sleep without an argument.

Children will be healthier and more alert after a full night's sleep, and parents may actually get an opportunity to talk and remember why they got married in the first place.

### *Naptimes*

Before my children hit school age, I was a naptime stickler. Every day after lunch, babies and toddlers went down for a nap. They were so accustomed to this practice that they developed a conditioned response, like Pavlov's dogs. As they chewed on the last few bites of their peanut butter and jelly sandwiches, their little eyes would start to droop. Any resistance after being placed in the crib was short-lived as they drifted off to sleep. Before the age of three, most would nap for a good two hours each day.

Parents often tell me that their child "gave up" his nap at 18 months. Of course, they admit that the poor little guy's head is on his highchair tray halfway through dinner. Allowing such a late nap will definitely spoil a good night's sleep. Children do not "decide" to give up their

naps; they just wear their parents down. This might be a time for some quiet TV or an audiotape, but no matter what, Junior must stay in bed (or on the couch, or wherever) for at least an hour. Set a timer if you like, and say, "You may not get up until you hear the buzzer." Even the most resistant will usually doze off. Stick to your guns; it's worth it!

#### *Mealtimes and Snack times*

Like many people who love cooking, I put three pretty good meals on the table everyday. But even if you serve dinner by heating up frozen food in the microwave, or by dialing delivery, the important thing is that three meals are served at more or less the same time everyday. I also believe that young children need lots of fuel for all that schoolwork and play, so I allow mine to have a healthy snack every morning at ten, and another one after school. That's plenty of food, so I have no trouble closing the kitchen between meals and snacks.

I've known many Moms who simply acquiesce to whiny children who are snooping around the kitchen, looking for a treat. Don't give in! Just march them out of the kitchen and tell them that, "Kitchen's closed!" Children, who are hungry because dinner was not to their liking, might think twice before they turn their noses up next time. When I served a meal a particular child didn't like, neither my husband nor I made a big deal of it. We would just say, "Well, you'll eat a good breakfast tomorrow morning. Kitchen's closed after dinner."

These rules are always subject to family convenience, so there is no need to be rigid as long as the children understand your routines. Our family rules would often change, especially during the warm-weather months. For example, because my children played on sports teams, we would have a substantial snack after school, and often not get to dinner until right before bedtime. Several years ago, the ice cream truck used to visit our neighborhood every summer afternoon. Our family finances certainly could not afford a daily treat, so I set up a thriftier plan. I would buy boxes of ice cream sandwiches, fudge pops, and creamsicles. When the children heard the ice cream truck approach, they were allowed to take one treat from the freezer without asking permission. If we planned an outing, naptime was in the car or in the stroller. These routines are meant to be your servants, not your masters.

Keeping a tight rein on bedtimes, naptimes, and snacking does more than help Mom and Dad keep their sanity. Enough sleep is absolutely essential for a child's good health, alertness and sunny disposition. Children who know they can grab a snack after a meal are more likely to pass on healthier foods at mealtime. Knowing what to expect everyday has a calming influence on the entire household. Go ahead; trust yourself, and introduce a good common sense schedule in your home.



Many parents with children who are using the Saxon Math books are asking which tests can be taken online and graded by the computer. The following Saxon math tests are available online:

Math 54, 1<sup>st</sup> and 2<sup>nd</sup> edition  
 Math 65, 1<sup>st</sup> and 2<sup>nd</sup> edition  
 Math 76, 1<sup>st</sup>/2<sup>nd</sup> edition and 3<sup>rd</sup> edition  
 Math 87 1<sup>st</sup> and 2<sup>nd</sup> edition  
 Algebra 1/2, 2<sup>nd</sup> and 3<sup>rd</sup> edition  
 Algebra I, 2<sup>nd</sup> and 3<sup>rd</sup> edition  
 Algebra II, 2<sup>nd</sup> and 3<sup>rd</sup> edition

#### *Questions, cont'd from page 3*

problems rampant in the public schools into the parish religious education classes. Teachers gear their presentation as well as their topics to the public school children's problems, which often are disturbing to the home schooled children. You may find that the bad influence of the other children more than offsets any benefit from the classes.

Some parishes say that CCD classes are mandatory, especially when it comes to preparation for sacraments. This contradicts the constant teachings of the Church about the rights of parents, as well as Canon Law, which states that parents should be free to make educational choices for their children.

#### **Do I need to send in everything listed in Section B on the quarter report form in order to receive a grade?**

Yes, the items listed in Section B are the items to be sent to Seton for grading. Unless you have made some other arrangement, we need to have all the assignments to give a grade.

If you send the tests and assignments by mail, please send them with the quarter report form at the end of each quarter. If you use the internet, you may send the items in one at a time. For a particular quarter and subject, it is good to stick to the same method for submitting assignments; in other words, send all assignments by internet, mail, or fax, but don't send some assignments in one way and some in another.

If you have children in grades four and above, many tests are available to be taken on the computer. For example, in Grade 5, the English tests may be uploaded for our grader to grade on the computer. The History tests may be uploaded or taken online by writing the correct answer in the answer boxes. The Math tests may be uploaded or taken online. The Reading, Religion, and Science tests may be uploaded or taken online by writing in the answer boxes. When the tests are multiple choice, they are graded by our computer; when the student writes the answers in the answer boxes or writes an essay answer, the answers are graded by our teachers.

## *The Importance of Fathers in Our Search for God*

*Excerpts from a talk by Most Reverend Charles Chaput,  
Bishop of Denver*

The biggest delusion of the 1960s, '70s and '80s was that women and children could survive and even prosper without husbands and fathers; that divorce could be a good thing with little or no impact on the children involved. Just the opposite is true.

The evidence is clear. The breakdown of intact, two-parent families severely damages children. Worse, as single-parent and step-parent households increase, our social fabric weakens. There's no mystery to the data: Children need fathers, and we all suffer if fathers disappear. Which is why David Blankenhorn, the author of *Fatherless America*, can say that "fatherlessness is the most harmful demographic trend of this generation. It is the leading cause of declining child well-being in our society. It is also the engine driving our most urgent social problems from crime to adolescent pregnancy to child sexual abuse to domestic violence against women."

Author Robert Samuelson puts it another way: "The only solution [to our contemporary problems] is to reconstruct, somehow, families that provide the love, sense of self-worth and discipline that children require to develop into responsible, self-sufficient adults. But no one really knows how to do this . . ." Of course, that's not quite true. I think the solution exists, and we can find it in our faith.

There's an old saying that the greatest gift a father can give his children is to love their mother. That's the importance of a father: *the witness he gives through his love*. I have many memories of my own father. But above all, I remember and cherish his love for my mother. I always believed in it, because it was always there. My father taught me that fidelity was not just possible, but a source of joy and freedom, satisfaction and friendship. I might have learned that without him, but not in the same way, and not with the same intimacy. He also taught me how to *choose* to love. Fathers *choose* to love and *choose* to remain

with their children in a way mothers do not, because mother-love is frankly just more intense, more natural, more organic. Nothing in fatherhood is as automatic, or as biologically directed, as motherhood. Real father-love is entirely a free-will act of self-sacrifice. Lived well, it gives us a window on God's own fatherhood.

Of course, it's misleading to draw too many parallels between the fatherhood of God and human fathers. God is wholly other, and neither male nor female. But Scripture says, "I bow my knees before the Father, from whom every family in heaven and on earth is named" (Eph 3:14,15). And Jesus Himself told us to call God "Father." It's the language God chooses to reveal Himself, and it's through a human father that the child best learns how to integrate justice and mercy; how to engage with the world; our purpose beyond the family; the nobility of strength when it's ruled by love; and the creative fruitfulness of work. A father's love *completes* the family — and in that communion of persons, the child gets the first inkling of who God is, a Trinity of persons in a community of love . . . like the family.

Looking out from within the love of a family, we can see the poverty of so much of today's culture. If men are simply predators and inseminators looking to spread their seed, and if women really need men only as a way of getting children, well . . . then marriage is just a contract of mutual utility, with the sexes using each other as a means to an end. *But people are better than that*. Our motives and yearnings are higher than that.

So we come to a final question: What do we do to restore fathers to their place in the family and in the culture, and through that, to renew our language of God?

We live in a curious time. We lionize books like Tom Brokaw's *The Greatest*

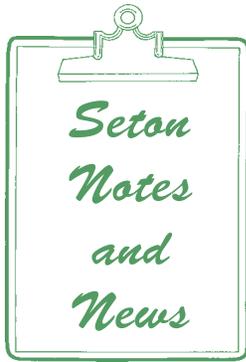
*Generation*. We revere the values which the generation of the 1940s embodied — especially the fathers and brothers and sons who fought in World War II. But how much of it, I wonder, is just our nostalgia for a life we have no intention of choosing . . . because it would demand the hard work of conversion. You see, that's the heart of the matter. The revolution starts in the individual soul. When men and women decide to live scriptural lives, sacramental lives, *then and only then*, will the world begin to change.

It sounds pious and impractical, but it was impractical for the first Christians to oppose the Roman Empire. It was impractical to abolish slavery. Societies change when families change. Families change when individuals change. Turn off the television. Buy less. It sounds easy — *but try it*. Spend time with your kids. Keep Sunday holy. Pray together. Choose to be faithful. Spouses, choose to subordinate yourselves to each other. Husbands and fathers: Be the leaders you were meant to be. Claim it, and it will be yours. Goodness is magnetic.

Preparing these remarks, I noticed that I'd be speaking with you on the Feast of St. Joseph the Worker. This is one of my favorite feast days, because Joseph was a *man's man* — a man accustomed to labor, sweat and the burden of supporting a family. Scripture says, "Unless the Lord builds the house, those who build it labor in vain" (Ps 127:1). It's always struck me that God the Father put His only Son into the care of a carpenter, a *builder*. And Joseph, in his faith and obedience, allowed God to use his own human talents to build the Living Tabernacle. Joseph protected and taught, formed and provided for, the Redeemer of the world.

Joseph was a living witness of the meaning of manliness; the nobility of human labor; and the dignity of married love. Surely, Jesus must have admired and loved him *with all his heart*. So if we hope to restore the identity of fathers in our families and in our culture, if we hope to rebuild the integrity of family life in our communities . . . we should look first to Joseph.

We have no better model.



## 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.

**April 1, Ankeny, IA (Des Moines area).** 6th Annual Catholic Family Homeschool Conference, Our Lady's Immaculate Heart Catholic Church, 510 E. 1st St., Ankeny, IA. Hours: 7:45 AM to 4 PM. Speakers include Mrs. Marianna Bartold. For info go to website: [www.Columbus-Academy.org](http://www.Columbus-Academy.org).

**April 1, Harrisburg, PA.** 12th Annual Catholic Homeschool Conference & Curriculum Fair, Holy Name of Jesus Parish, 6190 Allentown Blvd. (Route 22

West), Harrisburg, PA. Hours: 8:30 AM to 5:00 PM. For info go to website: [www.catholichomeschoolpa.org](http://www.catholichomeschoolpa.org).

**April 8, St. Louis, MO.** 2006 St. Louis Catholic Home School Conference, Cardinal Rigali Center, 20 Archbishop May Drive, St. Louis, MO. Hours: 8 AM to 4:30 PM. For info, go to website: [www.stlouiscatholichomeschool.com](http://www.stlouiscatholichomeschool.com).

**April 8, Covington, LA.** Roman Catholic Home School Association in Louisiana, St. Peter's Church, 125 E 19th Ave., Covington, LA. Hours: 10 AM to 5 PM. Speakers include Dr. Mary Kay Clark. For info contact Beth at 985-796-1274 or email [rchalinfo@rchal.org](mailto:rchalinfo@rchal.org).

**April 22, Berlin, NJ.** Seventh Annual New Jersey Catholic Homeschool Conference (Sponsored by CHAPLET) Mater Ecclesiae Roman Catholic Church, 261 Cross Keys Road, Berlin, NJ. Hours: 8 AM Mass to 5 PM. For info, go to website: [www.chaplet.org](http://www.chaplet.org).

**April 22, Dayton, OH.** 2nd Annual Dayton Catholic Homeschool Conference, Immaculate Conception Parish, 2300 S. Smithville Rd., Dayton, OH. Hours: 9 AM to 4 PM. For info email [ablesclan@yahoo.com](mailto:ablesclan@yahoo.com).

**April 29-30, Houston, TX.** 16th Annual ARCH Book Fair and Speakers Conference, University of St. Thomas

(Jerabeck Athletic Center) on West Main St (between Graustark and Yoakum), Houston, TX. Hours: Fri.: 7 PM to 9 PM, Sat.: 9 AM to 4:30 PM. For info call 281-797-5578, or email [info@arch-homeschool.org](mailto:info@arch-homeschool.org) or go to website [www.arch-homeschool.org](http://www.arch-homeschool.org).

**May 19-20, Chicago, IL.** 2006 Illinois Catholic Homeschooling Conference & Vendor Fair "Teaching the Truth", University of St. Francis, 500 Wilcox St. Joliet, IL. Speakers include Mrs. Virginia Seuffert. For more info email [teachingthetruth@ilhc.org](mailto:teachingthetruth@ilhc.org) or go to website [www.ilhc.org](http://www.ilhc.org).

**June 2-3, Minneapolis, MN.** 8th Annual MN Catholic Home Education Conference & Curriculum Fair, University of St. Thomas, 2115 Summit Ave., St. Paul. Hours: Fri.: 4 PM to 8:30 PM, Sat.: 7:15 AM Mass to 5 PM. For more info call Deb at 952-941-5646 or go to website [www.mnconference.org](http://www.mnconference.org).

**June 9-10, Herndon, VA.** Immaculate Heart of Mary National Home School and Family Conference 2006, Dulles EXPO & Conference Center - North Hall, Chantilly, VA. Hours: Fri.: 9 AM to 9 PM, Sat.: 9 AM to 4:30 PM. Speakers include Dr. Mary Kay Clark, Mrs. Virginia Seuffert, and Mrs. Laura Berquist. For info go to website: [www.ihmconference.org](http://www.ihmconference.org).

## The Seton Home Study Newsletter

is published monthly by  
Seton Home Study School  
1350 Progress Dr.

Front Royal, VA 22630

Phone: (540) 636-9990

Fax Machine: (540) 636-1602

Internet: [www.setonhome.org](http://www.setonhome.org)

E-Mail: [info@setonhome.org](mailto:info@setonhome.org)

Subscription price for non-enrolled families is \$15 per year. Free online at [www.setonhome.org/archive/default.stm](http://www.setonhome.org/archive/default.stm)

Executive Editor:  
Dr. Mary Kay Clark

Editor:  
Kevin Clark

Assistant Editor:  
Sherry Springer

## Seton Phone Numbers (Seton main line: 540-636-9990)

Admissions, Enrollment, Re-Enrollment: 540-636-2039

Elementary: Bridget Reagan, 540-636-2342 or Ext. 118;

Sharon St. Amand, Ext. 120

Grading: Rhonda Way, Ext. 138

High School Course Approval: Gene McGuirk, Ext. 117

High School English: Sherry Spring, Ext. 124 or

540-636-1755; Christine Collins, Ext. 177

High School Math and Science: Tom Herlihy, Ext. 165 or

540-636-1846; Gene McGuirk, Ext. 162,

Don Valaika, Ext. 132

History: Bruce Clark, Ext. 122

Homeschooling Fathers: Gene McGuirk, Ext. 162

Independent Studies: Bob Wiesner, 540-636-2238

Religion/Sacraments: Fr. Constantine, Ext. 161

Senior Guidance & Enrollment: Bob Wiesner, 540-636-2238

Special Needs: Stephen Costanzo, Ext. 176 or

Sharon Hines, Ext. 151

Testing (CAT): Clare Schmitt, Ext. 164

[www.setonhome.com](http://www.setonhome.com)

[counselors@setonhome.org](mailto:counselors@setonhome.org)

[admissions@setonhome.org](mailto:admissions@setonhome.org)

[grading@setonhome.org](mailto:grading@setonhome.org)

[info@setonhome.org](mailto:info@setonhome.org)

[enrolled@setonhome.org](mailto:enrolled@setonhome.org)

[myseton@setonhome.org](mailto:myseton@setonhome.org)

[shipping@setonhome.org](mailto:shipping@setonhome.org)

[testing@setonhome.org](mailto:testing@setonhome.org)

[SSDept@setonhome.org](mailto:SSDept@setonhome.org)

## *Message for Lent from Pope Benedict XVI*

Lent is a privileged time of interior pilgrimage towards Him Who is the fount of mercy. It is a pilgrimage in which He Himself accompanies us through the desert of our poverty, sustaining us on our way towards the intense joy of Easter. Even in the “valley of darkness” of which the Psalmist speaks (Ps 23:4), while the tempter prompts us to despair or to place a vain hope in the work of our own hands, God is there to guard us and sustain us. Yes, even today the Lord hears the cry of the multitudes longing for joy, peace, and love. As in every age, they feel abandoned. Yet, even in the desolation of misery, loneliness, violence and hunger that indiscriminately afflict children, adults, and the elderly, God does not allow darkness to prevail. In fact, in the words of my beloved Predecessor, Pope John Paul II, there is a “divine limit imposed upon evil”, namely, mercy (*Memory and Identity*, pp. 19ff.). It is with these thoughts in mind that I have chosen as my theme for this Message the Gospel text: “Jesus, at the sight of the crowds, was moved with pity” (Mt 9:36).

In this light, I would like to pause and reflect upon an issue much debated today: the question of development. Even now, the compassionate “gaze” of Christ continues to fall upon individuals and peoples. He watches them, knowing that the divine “plan” includes their call to salvation. Jesus knows the perils that put this plan at risk, and He is moved with pity for the

crowds. He chooses to defend them from the wolves even at the cost of His own life. The gaze of Jesus embraces individuals and multitudes, and he brings them all before the Father, offering Himself as a sacrifice of expiation.

In the face of the terrible challenge of poverty afflicting so much of the world’s population, indifference and self-centered isolation stand in stark contrast to the “gaze” of Christ. Fasting and almsgiving, which, together with prayer, the Church proposes in a special way during the Lenten Season, are suitable means for us to become conformed to this “gaze”. The examples of the saints and the long history of the Church’s missionary activity provide invaluable indications of the most effective ways to support development. Even in this era of global interdependence, it is clear that no economic, social, or political project can replace that gift of self to another through which charity is expressed. Those who act according to the logic of the Gospel live the faith as friendship with God Incarnate and, like Him, bear the burden of the material and spiritual needs of their neighbours. They see it as an inexhaustible mystery, worthy of infinite care and attention. They know that he who does not give God gives too little; as Blessed Teresa of Calcutta frequently observed, the worst poverty is not to know Christ. Therefore, we must help others to find God in the merciful face of Christ. Without this perspective, civilization lacks a solid foundation.

### *Seton Home Study School*

1350 Progress Drive  
Front Royal, VA 22630

Non-Profit Organization  
U.S. Postage  
**PAID**  
Permit No. 19