



# Seton Home Study School

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## *St. Joseph the Father*

On May 1, we celebrate the feast of St. Joseph the Worker and Father of Jesus.

It was God the Heavenly Father who chose St. Joseph to take His place by being the human father of His dearly beloved Son, Jesus. God the Father surely chose Joseph because he most closely possessed the qualities that God the Father wanted for the father and protector of His Son on earth. Joseph was to raise the Sinless One Who would die for all those trapped in sin.

A special quality of Joseph was total trust and instant obedience to God the Father. Through an angel, God told Joseph to take Mary as his wife because she had conceived of the Holy Spirit. Though Joseph had no understanding of this miraculous event, he had no doubts and proceeded to marry the mother of God.

Joseph knew that God the Father directed the angels to appear to the shepherds in the fields of Bethlehem. Joseph was not surprised but expected that ordinary people would be told of the arrival of Jesus and would adore the newly-born Savior.

Joseph knew God the Father sent the three kings from the

East, wise Magi who followed a miraculous heavenly star who came to adore on their knees the King of Kings, and to bring special gifts in recognition of His Heavenly Kingship.

Joseph knew God the Father sent the angel to tell him to rise instantly from his bed and flee with Mary and the Baby Jesus to Egypt to escape the murderous soldiers of King Herod. Joseph knew, trusted, and obeyed.

Joseph knew it was God the Father Who sent the angel to instruct him to return to Nazareth to raise His Son.

When Mary and Joseph could not find Jesus for three days, Joseph was sure that it was God the Father Who led them to the Temple, the home of Jesus’ heavenly Father.

Joseph understood the words of his Son Jesus when He said, “I must be about My Father’s business.” Joseph knew intimately the Father’s business because he was instrumental in carrying out the heavenly Father’s business each and every day.

Joseph taught his Son in the carpenter’s shop, fully realizing that the furniture they built was of wood for the earthly comfort

of the body only. Yet Joseph knew, as did Mary, that in the future, the wood of the Cross would not provide any earthly comfort for his Son, but would provide instead the eternal comfort of eternal life for the souls of so many who would come to love Him and to obey Him.

O good St. Joseph, you who trusted in God the Father to help you be the father of the Savior of the world, pray for us to our heavenly Father.

O tender father of the sweet Baby Jesus, O brave father and protector of the Holy Family in flight to Egypt, O attentive father of the Boy in the carpenter’s shop, O persistent father of the Son lost for three days, O suffering father who knew the Cross your Son would bear, give our home schooling fathers all the graces, virtues, knowledge, and understanding that you possess. Amen.

-MKC

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

**My daughter has come to love her math class. What do you think about having her enroll in June for the next grade level so she can continue her math during the summer?**

Public school studies have shown that students do “forget” over the summer and that year-round schooling can have benefits, especially for mathematics. (See: <http://www.ericdigests.org/2003-5/summer.htm>)

Many home schooling families continue their home schooling during the summer. Sometimes it is only for a favorite subject or two, sometimes it is for a subject for which a parent believes the child needs review. In this latter case, a parent often will order from Seton a different book but at the same grade level.

Because parents realize the importance of the children continuing to read during the summer, they may order extra reading books from us, or have their child join a local library book club. Some home schooling groups start a Book Reading Club for the summer. They come together once a week and have the kids talk to each other about the books they are reading. Some parents offer little prizes or even money for every book read.

**I need to work part-time, but my elderly mother said she would help home school my daughter. Do you see any problems? Do you have any tips for me?**

These days, many elderly grandparents are in fairly good health, though they may not be able to find a paying job. These grandparents are often looking for something to keep them active. While you see older people volunteering in hospitals and libraries, most would prefer to spend time

with their grandchildren, and would be delighted to help teach. Ask your mother what kind of schedule would be best for her, two or three days a week, or every day for two or three hours. Your children would like to have grandma help, I am sure!

Let her decide which subjects she would like to help teach; don't give her more than she can handle comfortably. Better to have her help with less, than let her become overwhelmed and decide not to help at all. Be sure to give her Seton's phone number so that she can call and ask a counselor if she needs help. This kind of backup help will make her feel more comfortable. If your children are old enough, they also can call and ask questions.

**Seton said my daughter should redo her English test. What should I do to prepare her to retake the test? She knows the questions she missed.**

You can tell from the incorrect answers the areas which she needs to review. You may find that there are some previous “building blocks” she has not fully understood, so take the time to review more than the obvious. Before she retakes the test questions, ask her similar questions so you can be sure she has learned the concepts. As with math, if earlier concepts are not well understood, future English lessons will not be learned. You might consider ordering a lower level English book to review over the summer.

**My husband wants me to look for a part-time job to help pay the bills. How do I continue my home schooling?**

We are in a crisis in this country and much of it is due to the inadequate, incorrect, and sometimes immoral

information being taught in schools. Whether you take a job or not, it is essential to continue your children's Catholic education. Perhaps you can work at home. Perhaps your husband can help teach the children while you are away. Perhaps a relative will help with the home schooling during the hours you need to be away from home.

Consider asking family members to help you out financially during these difficult times. Consider asking the Knights of Columbus or your church for financial aid.

Don't forget to rely on the munificence of the graces that God bestows on those who place their trust in Him. Things are usually not as bad as they seem, and just when you think

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there is no way out of a situation, the solution often presents itself.

**I am having trouble with my sixth grade son understanding what he needs to do for his book report.**

We have rather extensive notes in the lesson plans about writing book reports. One thing students struggle to understand is that it is not like newspaper reporting: you don't observe and then “report” on what you see. It is more like a police investigator's “report” which is really observations of various facts and coming to conclusions.

There is a famous police woman who is known for finding criminals whom the police cannot locate. She does this by simply sitting at the computer, gathering facts and more facts, and then coming to a conclusion. This is like the book “reports” or, as we call them in high school, book analyses.

Your son could think of this like a science project. Here are the scientific

facts that he has seen, and now what is the conclusion? However, his “boss” is saying, how did you come up with that conclusion? What facts did you find which prove that what you conclude is true?

As your son reads the book, he should look for relevant facts. For example, who is the main character? What kind of person is he or she? Your son may report to you that the main character is kind, or generous, or determined, or lazy, or disorganized. Then you, as the chief of the investigation, are going to say to your son: Prove it! What “facts” do you have to prove your conclusion? What did the character do? What did the character say? What did the character think? What

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observations did other characters in the story make about the main character?

Once your son lists all the facts which prove his conclusion, he can write his “investigation” report, each middle paragraph proving a specific character trait with his facts.

### **We are living in an apartment and just don't have space for our schooling.**

From listening to home schooling families over the years, there are two basic strategies for finding the right space to home school.

The first strategy is bringing everyone together at a central location. Many families convert their dining room table into a large desk for everyone. One family had about ten children and they all sat around the dining room table, each doing his own work at his own place, while Mom interacted with each one as necessary. Although the hustle and bustle of everyone together can be distracting, it can also keep everyone on task, both because mom is watching and because of the example each child sets for the other.

The second strategy is spreading the children around in their own areas. Depending on the configuration of the space available, you might want to have their children work in their bedrooms, or some children in the living room and some in the dining room, or even spread out around the basement. This strategy works well for students who work best on their own and don't need much help.

A variation of the spread strategy is to designate certain areas for certain work. For example, you might rotate students from the living room where they read, to the kitchen table where they work with you on the math.

Of course, you don't have to home school in your home. Libraries are becoming more friendly toward home schooling families. They don't have the large crowds coming in as they used to before the internet; they are looking for “business.” Many are now thinking of the library as a community center; you can find small “conference” rooms which seat 8 or 10 people. These are usually free to reserve. You might consider reserving one of these rooms maybe one morning a week for your family.

If you belong to a home schooling support group, ask other moms for ideas for cutting down on storage space. Ginny Seuffert always suggests getting rid of unnecessary junk. This helps to make space for people!

### **I did not send in the tests for my 9<sup>th</sup> grader last year, but now I realize I need a high school transcript for college. What should I do?**

A few parents call us each year to ask this question. They start out thinking they will do their own transcript, and then later realize the benefits of having a Seton transcript for a student intending to enter college. Sometimes these calls come when a student has been in high school for two or three years, which can make it difficult.

If your student took the course and he did the test, you can send in the tests and have them graded now. Many students study the materials but never take the tests. If you do not have current

tests, we recommend you phone and ask for the updated tests. Many tests are available online. Your family number is likely still on our computer, but if it has been several years and your student has trouble accessing the tests, your family may have been moved to an “inactive” status.

We had a phone call from a parent just last week who was told by a college that with good grades from Seton, there should be no trouble being accepted by the college. We have been receiving similar reports for several years.

### **My son has trouble sitting long enough to do his work.**

I grew up in a family with several brothers, and raised seven sons. One thing I learned very early is that boys need activity, and even while doing their activity, they can learn. My boys jumped rope while memorizing. They also did chores, such as running up and getting the laundry, then going down to the basement to put it in the washing machine. Studies have shown that many students do better in their schoolwork if they have frequent activity.

Fox News in a segment called “Reading, Writing, and Running,” reported about a school in Naperville, Illinois, which compared students who did and did not have a physical education class just before the math and reading classes. The physical education teacher said the students who did the exercises before class improved their grades. The school now has stationary bicycles and exercise balls in the classrooms. (You can see the video report on foxnews.com or youtube.com.)

“...the Naperville school's latest effort involves trying new research linking increased physical activity with academic success....studying the impact of exercise on brain function. ...exercise causes a huge increase in the growth factors in the brain. ...exercise allows brain cells to bind together faster, making students more ready to learn ... standardized reading scores edged up the equivalent of 1.4 grade levels.”

## *Proper Perspective on Discipline*

*by Ginny Seuffert*

Advice on disciplining toddlers, much of it useless, is found on TV, in magazines on supermarket checkout lines, and online. Wise parents ignore conflicting and confusing counsel, and limit themselves to establishing simple routines and developing good Christian habits of behavior that will last a lifetime. Even the best moms and dads, however, fret about how strict they should be implementing rules or correcting infractions, especially for preschool-age children. Parents of toddlers often seem overwhelmed by the task of enforcing family rules, but this need not be so. Tuning out the conflicting advice—and a healthy dose of common sense—go a long way.

Parents can use several simple, straightforward techniques that are very effective. They need only remember their main goals: first, to *teach* proper behavior, manners, and health habits; second, to *instill* cheerful and cooperative attitudes that will make family life more pleasant; and third, to *insist* that family rules are enforced consistently so they become habits that will last a lifetime. Consequences for poor behavior should always further these aims.

### *Demonstrating Obedience*

One common mistake parents make is trying to cajole a child into doing the right thing. Little Billy grabs Sally's toy and runs away laughing. Mom asks nicely, "Billy, you know Sally was playing with that toy. Now give it back." Billy keeps running. "Billy, you heard me, now give it back." Billy ignores Mom. "Billy, you have your own toys; let Sally play with her toys." Billy is not even listening. "Billy, how would you feel if Sally took your toy?" Billy does not care how Sally feels and is not going to obey. All Mom's begging and reasoning will have no effect.

Mom needs to ask Billy once to do the right thing. If he gives the toy back more or less cheerfully, she reminds him that he knew better than to take it in the

first place, and the problem is solved. If he doesn't give it back immediately, Mom takes it from him, gives it back to Sally, and **sternly** tells Billy to listen and obey the first time. If he accepts that, move on; running away with a toy isn't a mortal sin at that age. If, however, he starts to howl, he needs to sit in the naughty spot (or stand in the corner, sit next to mom, whatever you do in your home) until he calms down and is ready to be good.

This approach can be used in many situations especially with the youngest toddlers. If the children do not shut off the TV or computer when you tell them the first time, you shut it off. If they do not head towards their bedrooms when you remind them it is time for bed, take them by the hand and escort them. If they get out of bed after lights out, physically put them back, a hundred times if that is how many times it takes to get them to stay there.

Some parents may argue that the children are not learning to do the right thing by themselves, but that is not at all the case. They are learning that there is no arguing with mom or dad, and that disobedience is not an option. Realizing that defiance will not be tolerated, children soon learn to listen the first time they are told.

### *Practice Being Good*

Four-year-old Annie fidgets and whines during Sunday Mass. You've tried bringing picture books of the saints and a Noah's Ark play set, but these only distract her for a while, and then she starts acting up again. You and your spouse are considering going to Mass in shifts so she can stay home, but you wonder why she behaves so poorly at church when she has no apparent problem sitting mesmerized in front of the tube watching *Dora the Explorer*.

Annie will not benefit from less quiet time in the pew, she needs more. Take her to church for 30 minutes, then 45 minutes, then 60 minutes, outside of Mass time. Let her practice

crossing herself with holy water, and genuflecting as she enters the pew. Practice kneeling, standing and sitting. Show her the stained glass, the Stations, and the tabernacle so she has something to look at during Mass. If possible, take her to weekday Masses which are usually only half an hour, so she can practice what she has learned. Make sure she understands your expectations for church behavior.

If Annie continues to act up at Sunday Mass, she will need even more practice. My husband used to make misbehaved children sit quietly in a chair for 30 minutes or so **after** Sunday Mass to illustrate what he meant by good conduct at Mass.

There are loads of opportunities for children to practice proper behavior. If they are selfish with their belongings, you make them practice sharing. If they forget to greet family members politely, they must leave the room, come back, and try it again. If they are messy, they need to spend even more time picking up their toys. If they understand that poor habits will lead to time spent practicing good habits, it will only take mom saying, "Do we need to practice this?" for Junior to get his act together. But you must be consistent; you cannot enforce it only now and then!

### *Let the Punishment Fit the Crime*

This is probably one of the most customary, appropriate, and effective consequences for poor behavior and parents have used it for centuries. Basically it involves three steps: the explanation of expectations, the infraction, the consequence. Here's how it works in practice.

You told the children you would treat them to pizza for lunch, but also that you expect them to sit still and be good at the restaurant. You tell them "I will not be embarrassed by naughty children." The children act up anyhow. You stand up immediately, pay the bill, and leave. The next meal for the children is dinner.

"I expect you to turn the TV [or computer] off the first time when I call you for dinner." Perhaps the first time

Junior doesn't listen, you turn it off as outlined above. The second time, you unplug it and put it away for a week.

"You may go in the pool after you pick up your toys." Alice doesn't tidy the playroom, so she can't play in the pool. For preschool children, I would give a second chance. "You have ten minutes to pick up your toys, but if you do not pick them up, you cannot play in the pool." If you don't stick by your rules, you can count on the children breaking the rules as often as possible because they have learned that sometimes you follow the rules, and sometimes you don't.

"If you cannot be good in the grocery store, you will have to go home and stay with Daddy." If Andrew isn't good, ask the store manager if you can leave the cart at the desk, take him home and then return to finish. Obviously any plans you may have had to purchase treats are cancelled.

Now, leaving a restaurant or a grocery store may seem mighty inconvenient. Putting the TV in the basement punishes the whole family, and abruptly leaving a paid-for meal may seem to be a waste of money. No matter! Before school begins is the time to take charge of your children. Nothing is as inconvenient and emotionally draining as trying to homeschool a defiant brat.

Scripture tells us that if we "raise up a child in the way he should go, when he is old he will not depart from it." Put in modern terms, if you let your children know you mean business when they are still young, they will obey your rules — and God's — as they grow. When I hear a howling, demanding toddler in the grocery store or library or church, I have to physically restrain myself. I want to grab the parents by the collar and tell them, "If this is four, you do not want to know what fourteen is going to be like!" By lovingly lowering the boom on bad behavior when your children are young, you raise the chance that you will really enjoy the years they spend at home.

## *Classics of Family Life* by Mitchell Kalpakgian

*The Cottage at Bantry Bay, Francie on the Run*, and *Pegeen* are charming, wholesome, fun-filled tales of Catholic family life in 1940s Ireland that are humorous and heartwarming. In these stories, the children are carefree, happy-go-lucky children who live innocent lives. They enjoy their brothers and sisters, they love their mother and father, they revel in the fun of life, and they radiate the pure hearts of children who are blessed with good parents who cherish their children. These books are ideal to read aloud to children eight or nine years old and most appropriate as good literature for children in junior high school or older.

In a Catholic family, a husband and wife are to be sources of grace to one another and to their children. The children are to be sources of grace to one another and to their parents. And the Catholic family is to be a source of grace to other families. This pattern is constant and recurring throughout these three books. For example, when Mr. O'Sullivan trips in a rabbit hole and finds himself unable to travel the long distance to sell his donkey, his two older children, Michael (11) and Brigid (9), volunteer to do their father's errand:

*Mother sat frowning; presently she looked up and said: "It may be a good plan, Father, to let both of them go. They're fine healthy children, God bless their hearts, and if one of them is in trouble the other can let us know. It's safer I think, and we're in sore need of the money."*

In this episode the children provide for their parents, brother and sister befriend each other, father is thinking of the welfare of his child, and mother offers her practical wisdom for the good of the family—all family members acting as sources of grace to one another.

In another moving episode from *The Cottage at Bantry Bay*, Michael and Bridy receive a good bit of money as a reward. Their immediate instinct is to offer the money for their brother Francie's operation:

*"Mother," said Michael gravely, getting up and handing her the envelope. "This is too much altogether for me and*

*Bridy to spend. Sure, many's the time we were longing to help you, so we could have Francie's foot mended—isn't it so, Bridy—and we couldn't. It's glad we are to be able now."*

Touched by the purity of her children's hearts, Mrs. O'Sullivan "had tears in her eyes and she pressed both her eldest born to her heart."

In *Francie on the Run*, Francie tires of his long convalescence in the hospital after his successful surgery, misses his family and twin brother Liam, and one day escapes from the hospital and begins his long, adventuresome journey homeward. Francie meets Pegeen, a girl with a lively spirit and active imagination who lives alone with an aged grandmother. A warm friendship develops between these two children after Francie and Pegeen lose their way in the mist and are found by Father Kelly. The lost boy is temporarily lodged with Pegeen and her grandmother until the priest finds transportation for Francie to return home.

In *Pegeen*, Francie's friend becomes an orphan after her grandmother dies. Pegeen's only living relative, an uncle in America, does not appear enthusiastic about adopting his niece. When Pegeen writes to Francie about her problem, Francie responds by inviting her to visit his family: "[Mother] says she wants you to come and stay with us...." In the course of her visit, Pegeen experiences the sisterly affection of Brigid who shares her favorite doll, the loyal friendship of Francie and Liam who cry at the thought of Pegeen leaving their family to go to America, the maternal tenderness of Mrs. O'Sullivan who says "yes" to Pegeen as another child in the family, and the protection and security of a strong father like Mr. O'Sullivan. Thus the O'Sullivan family becomes a source of grace not only for parents and children but also for other families and for society at large.

The books mentioned may be purchased individually or as a set from Seton Educational Media:  
[www.setonbooks.com](http://www.setonbooks.com)

## *Unknown Subjects* by John Clark

It's been almost thirty years since I was home schooled in sixth grade. Since that time, compared to most human endeavors, home schooling has answered its critics so resoundingly that it has surprised even its ardent supporters. When my mother was promoting home schooling thirty years ago, she couldn't have reasonably expected the level of success that home schooling has achieved. It has gone from being a fringe activity to a mainstream one. During this time, I don't know if I've heard *all* the objections to home schooling, but I'm confident I've heard *most* of them.

Among these objection questions:

"How will home schooled children make friends?"

"How will home schooled children get in sports programs?"

"How will home schooled children get into college?"

Last but not least, my personal favorite: "How will home schooled children learn multiculturalism?" (I lie awake nights worrying about this one.)

During the past generation and a half, most objections to home schooling have been asked and answered. One objection, however, has proven especially resilient, namely: "How can a parent teach a child a subject that he does not know himself?" I'll call this the "Unknown Subjects Argument." When I first heard this argument as a teenager, it sounded like it made sense. It has a sort of metaphysical logic to it, i.e., "You can't give what you don't have." I figured that some children need someone smarter than their moms or dads to teach them academic subjects. (Of course, I didn't think this applied to me; I didn't know any people smarter than my Mom or Dad. I still don't.)

As the years have gone by, I have realized that the Unknown Subjects Argument doesn't wash. The students *do* surpass the masters, and they do it regularly. Even my young children disprove the theory. For instance, last November, I took my twelve-year-old son Demetrius to the National Aquarium in Baltimore and we toured the vast center, observing the fascinating sea life that God made on the Fifth Day. A few weeks ago, it dawned on me that Demetrius must have been more observant than I was. One night, after Demetrius and I finished cleaning the dining room together, we scampered into the living room and turned on *Jeopardy*, just in time for the second round. I might have to confess the sin of pride for this, but I like to impress my children with how many questions I answer correctly. However, that night, a funny thing happened. The category of "Sea Creatures" was highlighted, and I was stumped on every question. Demetrius wasn't. In fact, he started running the category. "What is a white shark?" he answered. "What is a sea dragon?" he answered. The kid knows a lot about sea creatures. This got us into a conversation about the mammals, fish, and marine biology. In fact, he informed me recently that he was thinking about being a marine biologist when he grows up.

If the Unknown Subject Argument were true, Demetrius' knowledge of marine biology would have been obstructed by the glass ceiling of my parental knowledge, but he has obviously surpassed my limitations. Because truth be told, the closest I've ever come to studying marine biology was a few Lents ago, when I ordered the #4 Fish and Chips combo meal at Long John Silver's.

In reality, there is no glass ceiling that parents pass on to their children. Pope Pius XI recognized this fact,

writing: "For the most wise God would have failed to make sufficient provision for children that had been born, and so for the whole human race, if He had not given to those to whom He had entrusted the power and right to beget them, the power also and the right to educate them."

"The power to educate them." Maybe we fathers ought to spend a little time contemplating this idea: that *we have the power to educate our children*. One of the things that the Unknown Subject Argument fails to take into account is that educational methods have increased exponentially in the past thirty years. With modern technology, such as educational software, videotapes, CDs, DVDs, Internet sites, underwater web cams, online encyclopedias, videogames that teach children about sea life, not to mention books, magazines, and trips to aquariums, I have every reason to believe that Demetrius can use these tools to become a great marine biologist. He's already been doing a lot of this research on his own. Most importantly, he has a natural curiosity that drives his learning ability. The only glass ceiling in Demetrius' future is one on an aquarium tank.

This leads me to believe that the greatest educational gift we fathers can give our children is not to teach them; it's to *teach them how to teach themselves*.

I know very little about Astronomy, Nuclear Physics, or Computer Engineering, but I believe that my children could learn any or all of these subjects at an "A" level. I have no reason to believe otherwise. Moreover, this isn't just theoretical on my part. The evidence illustrates that many home schooled children have gone on to establish successful careers in fields that their parents knew very little about. The Unknown Subjects Argument survives in theory, but fails in practice. Theoretically, it can't happen, but in reality, it happens every day.

## Conferences

Many state and local groups are now sponsoring their own conferences, inviting various Catholic vendors and curriculum providers. Seton is happy to participate as a vendor. For more information, see our website at [www.setonhome.org/conferences](http://www.setonhome.org/conferences), or email [conferences@setonhome.org](mailto:conferences@setonhome.org).

**Indianapolis, IN.** May 15, 2010 (Sat.). 2010 Quo Vadis Catholic Home School Conference, Marian College P.E. Center (Allison Mansion-North entrance), 3200 Cold Spring Road, Indianapolis. 8:00 AM - 5 PM. Info: Amy at 317-786-3629 or [info@hfheindy.org](mailto:info@hfheindy.org) or [www.hfheindy.org](http://www.hfheindy.org).

**Dayton, OH.** May 21-22, 2010 (Fri.-Sat.). 6th Annual Dayton Catholic Homeschool Conference, St. Peter's Catholic Church, 6161 Chambersburg Rd, Huber Heights, OH. Fri.: 5:30 PM - 9:00 PM; Sat.: 9:00 AM Mass to 4 PM. Info: [www.daytonhomeschool.com](http://www.daytonhomeschool.com) or [events@daytonhomeschool.com](mailto:events@daytonhomeschool.com) or Colleen at 937-235-0585

**Seattle, WA.** May 21-22, 2010 (Fri.-Sat.) Northwest Catholic Family Education Conference, Seattle Police Athletic Association Pavilion, 11030 E. Marginal Way South, Tukwila, WA. Fri.: 8:45 AM - 7 PM; Sat.: 8:45 AM - 5:30 PM. Info: Katherine at 206-230-0455

[info@nwcatholicconference.com](mailto:info@nwcatholicconference.com) or [www.nwcatholicconference.com](http://www.nwcatholicconference.com).

**Buffalo, NY.** May 22, 2010 (Sat.). 2nd Annual Buffalo Catholic Home Schooling Conference, Christ the King Seminary, 711 Knox Road, East Aurora, NY. 8 AM - 5 PM. Info: Tracy at 716-337-2337 or 716-337-2404 or email [BuffaloCatholicHSC@yahoo.com](mailto:BuffaloCatholicHSC@yahoo.com) or [www.BuffaloCatholicHSC.org](http://www.BuffaloCatholicHSC.org).

**St. Paul, MN.** May 28-29, 2010 (Fri.-Sat.). 12th Annual Minnesota Catholic Home Educators Conference and Curriculum Fair, Macalester College, 1600 Grand Ave., St. Paul, MN. Fri.: 4 PM-9:00 PM; Sat.:after 7:15 AM Mass-5 PM. Info: Deb at 952-941-5646 (hotline) or [info@mnconference.org](mailto:info@mnconference.org) or [debandbradnelson@msn.com](mailto:debandbradnelson@msn.com) or [www.mnconference.org](http://www.mnconference.org).

**Kansas City, KS.** June 4-5, 2010 (Fri.-Sat.). 2010 Kansas City Catholic Home Educators Conference, St. James Academy, 24505 Prairie Star Pkwy, Lenexa, KS. Fri.: 3 PM - 9:30 PM; Sat.: 7:30 AM - 4:30 PM. Info: Maribeth at 816-454-3729, Cynthia at [cmaddock@everestkc.net](mailto:cmaddock@everestkc.net), or [www.kccatholichomeschooler.org](http://www.kccatholichomeschooler.org).

**Chicopee, MA.** June 5, 2010 (Sat.). 2nd Annual New England Catholic

Homeschool Conference, St. Stanislaus Basilica & School, 534 Front Street, Chicopee, MA. 9 AM - 7 PM. Info: Mary 413-533-0045 or Christine 413-315-9999 or [www.wmch.stblogs.com](http://www.wmch.stblogs.com).

**Des Moines, IA.** June 11-12, 2010 (Fri.-Sat.). Columbus Academy Catholic Homeschool Conference 2010, Basilica of St. John, 1915 University Ave., Des Moines, IA. Fri.: 6 PM - 8 PM; Sat.: 8 AM - 4 PM. Info: Alyssa 515-987-7485 or [moodyalysal@gmail.com](mailto:moodyalysal@gmail.com) or [www.homeschool-life.com/ia/columbusacademy/](http://www.homeschool-life.com/ia/columbusacademy/)

**Washington, DC.** June 11-12, 2010 (Fri./Sat.) 9th Annual Immaculate Heart of Mary National Home School and Parent Conference. Dulles Expo Center North Hall, Chantilly, VA. Speakers include Fr. Joseph Mary Brown, Fr. Thomas Euteneuer, Fr. Daniel Gee, Fr. Thomas Longua, Fr. Frank Papa, Fr. Matthew Zuberbueler, Fr. Edmund Connolly, Dr. Mary Kay Clark, Dr. Ray Guarendi, Dr. Catherine Moran, Dr. Robert Moynihan, Mr. Dale Ahlquist, Mrs. Terry Arnold, Mrs. Laura Berquist, Mr. Joseph Pearce, Mr. Brendan McGuire, Mrs. Belinda Mooney, Mr. John Jalsevac, Mr. Raymond de Souza, Mr. Christopher Check, Mr. Sal Ciresi, Mrs. Colleen Billing, Capt. Guy Gruters, and Mr. Michael Kalscheur. Info: 540-636-1946 or [www.ihmconference.org](http://www.ihmconference.org).

### The Seton Home Study Newsletter

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### *Easter Vigil Homily from Pope Benedict XVI*

An ancient Jewish legend from the apocryphal book “The life of Adam and Eve” recounts that, in his final illness, Adam sent his son Seth together with Eve into the region of Paradise to fetch the oil of mercy, so that he could be anointed with it and healed. The two of them went in search of the tree of life, and after much praying and weeping on their part, the Archangel Michael appeared to them, and told them they would not obtain the oil of the tree of mercy and that Adam would have to die. Later, Christian readers added a word of consolation to the Archangel’s message, to the effect that after 5,500 years the loving King, Christ, would come, the Son of God who would anoint all those who believe in him with the oil of his mercy. “The oil of mercy from eternity to eternity will be given to those who are reborn of water and the Holy Spirit. Then the Son of God, Christ, abounding in love, will descend into the depths of the earth and will lead your father into Paradise, to the tree of mercy.” This legend lays bare the whole of humanity’s anguish at the destiny of illness, pain and death that has been imposed upon us. Man’s resistance to death becomes evident: somewhere – people have constantly thought – there must be some cure for death. Sooner or later it should be possible to find the remedy not only for this or that illness, but for our ultimate destiny – for death itself. Surely the medicine of immortality must exist.

Today too, the search for a source of healing continues. Modern medical science strives, if not exactly to exclude death, at least to eliminate as many as possible of its causes, to postpone it further and further, to prolong life more and more. But let us reflect for a moment: what would it really be like if we were to succeed, perhaps not in excluding death totally, but in postponing it indefinitely, in reaching an age of several hundred years? Would that be a good thing? Humanity would become extraordinarily old, there would be no more room for youth. Capacity for innovation would die, and endless life would be no paradise, if anything a condemnation. The true cure for death must be different. It cannot lead simply to an indefinite prolongation of this current life. It would have to transform our lives from within. It would need to create a new life within us, truly fit for eternity: it would need to transform us in such a way as not to come to an end with death, but only then to begin in fullness. What is new and exciting in the Christian message, in the Gospel of Jesus Christ, was and is that we are told: yes indeed, this cure for death, this true medicine of immortality, does exist. It has been found. It is within our reach. In baptism, this medicine is given to us. A new life begins in us, a life that matures in faith and is not extinguished by the death of the old life, but is only then fully revealed.