



Seton Home Study School

Volume XXVIII, Number 9 ♦ *“under the Magisterium of the Catholic Church”* ♦ September 2011

Devotion to the Immaculate Heart

Editor’s Note: Following are excerpts from an article which Monsignor Ignacio Barreiro-Carambula, former president of Human Life International, published in the HLI Spirit and Life periodical.

On June 13th, 1917, on the feast of St. Anthony, in Fatima, Our Lady showed to the three children her thorn-wreathed heart, and said, “God wishes to establish in the world devotion to my Immaculate Heart.” Here we have to remember that the sufferings of Our Lady were prophesied by Simeon who foretold that a sword of sorrow would pierce Our Lady’s heart, at the presentation of Christ in the Temple. In the first place, this devotion entails acts of reparation. The thorns that surround the Heart of Mary represent our sins and our rejection of the love of Our Mother, and even the graces that we do not dare to ask because we are afraid of taking new and difficult responsibilities.

The best way to repair our sins and the sins of the world is through a careful fidelity to our duties. We cannot progress in virtue if first we do not discharge our duties with fidelity. Then, through frequent and devout reception of the sacraments that will provide us with the necessary graces to fulfill our duties. We should give particular importance to the prayer of the Rosary; it should be done with attention and devotion to the particular mystery that one is praying. A Catholic should try to go to Mass frequently, but in reparation to Our Mother, he should

make a sincere effort to participate in the Holy Sacrifice every first Saturday of the month.

In second place, the act of consecration. We have to remember as Saint Louis Marie Grignon de Montfort teaches us: “The more a soul is consecrated to Mary, the more it is consecrated to Christ.” It is she that leads us to her Son, as it is shown in the magnificent icon of Our Lady Hodegitria. The story behind this icon is that Our Lady guided by her hand two blind persons to her Church, and there she restored their vision. In these times of troubles and confusion, we have to entrust ourselves to the guidance of Our Lady, and she would lead us to the knowledge and love of her Son. She will confirm us in our mission of defending life, family, and faith. She will lead us to her merciful Son who will console and strengthen us in all our tribulations.

The act of consecration requires a constant effort to imitate the virtues of Our Lady. Her spirit of recollection in prayer, that leads to an opening to the graces that Our Lord has predestined our soul to receive. Her constant humility is a sober realization of our condition as creatures. This is a virtue that Our Lady practiced all her life, but we can see it shining in a particular way when at the Visitation she sang the Magnificat.

Along with the virtue of humility, Our Blessed Mother’s purity was

a constant in her life, so that her heart, mind, and soul were always immaculate. Purity is a particular important virtue for us because we are dedicated to the pro-life apostolate because a large part of the sins against life have, at their origin, sins against this virtue.

Our Lady was patient; she knew how to wait for the times marked by God. In our apostolate, we also require this virtue because we might not see the results of efforts in our lifetime, but our children or our grandchildren will enjoy the blessing of a society free from the scourge of abortion. But we will certainly enjoy the crown that the Lord has prepared for us in Heaven if we remain faithful to our apostolate.

The times might be difficult, the challenges might seem insurmountable, but we should keep always our hope in Our Lady, who promised us in Fatima that “In the end, my heart will triumph.” So we entrust ourselves to her, praying always to remain faithful to her Son, and to the mission He has given to us.

Inside . . .

Questions	2
Classics for the Young	4
If	5
Your MySeton Page	6
Charity in Truth	8



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

I have two children who are a grade apart. Can you give me some suggestions for combining subjects for them?

Many parents with two children close in age have them study some subjects together. Besides the art, music, and physical education courses, the most common courses parents combine for their children are religion, history, and science. You decide, based on their knowledge and ability, if it would be better for the younger child to move up a grade or for the older child to move down a grade for that particular course.

Another thing to consider is to take a subject such as math, and have the lower level student take a course over the summer so that he can move up in the fall with the older student.

Besides helping the parent use time more efficiently, combining students in a course can help each of the students. It will be easier for the two if they study together, and quiz each other as they study for a test. They can read the same book for their reports, and have discussions together about the character and plot. (But don't have them write the reports together or take the tests together. These assignments should be completed independently.)

When courses are combined, sometimes the students can take turns answering questions at the end of the chapter before going over the answers. This will help them to write, listen, and discuss.

When the children are very young, in the early grades, it may be helpful for busy moms to teach two children the whole grade level together from the beginning. Younger students really don't mind and mothers find it helpful and practical and it tends

to make the school year a little easier for mom. Be sure that before making a final decision, you spend some time in prayer to help you make the best choices.

I am confused about what I should do regarding notification of intent to homeschool in my county school district. Do you have any recommendations?

You can go onto our Seton website at www.setonhome.org, click on our Home Page, click on Parent Resources, and scroll down to State Laws. There you will find a link to HSLDA (Home School Legal Defense Association). HSLDA has a map where you can find the laws and regulations regarding homeschooling in your state.

Not only do states have different procedures and regulations, but often counties have different policies for implementing the regulations. Contact a homeschooling support group or other homeschoolers in your area to find out how procedures are actually being enforced.

Also, keep in mind that Seton students are enrolled in an accredited school. You are not homeschooling entirely on your own. Many states have different regulations for homeschooling students enrolled in an accredited school.

You may want to consider enrolling in HSLDA. The original purpose of HSLDA was to offer prepaid legal services to defend families who ran into trouble with government authorities. Fortunately, such individual legal problems are now very few and far between. HSLDA currently works more to defend the rights of homeschoolers in general, either through supporting legislation

at the state level, or in defending homeschoolers against restrictive policies at the local level. Most families will never need the legal services of HSLDA, but your membership fee helps protect the rights of all homeschoolers. When you enroll with HSLDA, you can receive a discounted price as a Seton family. The Seton membership number is 297239.

How often should I send in tests and assignments to Seton?

We have no specific calendar or "due dates" for assignments to be sent.

Parents should not feel any pressure to get the work in by a certain date.

Parents should not feel any pressure to get the work in by a certain date. It is more important that the tests and assignments be done well than that they be done quickly.

Each of the courses lists the items to be sent to Seton for grading. You can find this information within the lesson plans, and on the quarter report forms. This information is also on your My Seton web page.

If you are sending in hard copies of tests by mail or fax, it is usually best to send a quarter's worth of work at a time. That way, we can have all the work together and ensure that your student's quarter grade is being determined accurately. If you are using the internet option, then you may send any assignment as soon as the student is finished.

We ask that you try not to "mix and match" different ways of sending work within a quarter. When students do some work on the computer, mail some work, and then fax some work, it is more difficult to keep track of the items. If possible, we ask our families to send in all the quarterly work online, or mail all the items, or fax all the items.

I am nervous about my teaching ability. How can I be more confident in my ability to be successful as a teacher?

When parents doubt their ability to teach, I first direct them to the teachings of the Catholic Church. Church documents are strong, consistent, and abundant regarding the rights and responsibilities, as well as the *ability* of parents to teach their own children, in religious matters and otherwise. Through the Sacrament of Marriage, parents are given the graces to fulfill their responsibilities

All the resources of Seton Home Study School are here to support and assist you.

as parents, *primary* of which is raising and educating the children in the Faith. Since the Church teaches that all subjects should be integrated with the Faith, the Church clearly supports the ability of parents to teach all subjects. Many of the statements of the Church about parents can be found in my book, *Catholic Homeschooling*, or in the Parent Resources area of our website.

The next thing to remember is that you are not alone in this endeavor. All the resources of Seton Home Study School are here to support and assist you. Besides the lesson plans, which give you a roadmap for teaching each course, we also have subject specialists who are here to support and assist you and your child. We have a wealth of supplemental material online. We have grading services and standardized testing services to aid you in understanding the strengths and weaknesses—and seeing the progress—of your child.

Home education has been working for decades. Homeschooled students score well on standardized tests, averaging between the 70th and 80th percentile. (This means they are in the top 20-30% of students who take the test.) Study after study confirms the effectiveness of homeschooling. (For

study results, go to the website of the National Home Education Research Institute at www.neri.org.)

The teachers in the classroom at the local public school may have certifications and advanced degrees, but they don't have what you have—parental love. They cannot have the degree of commitment to and involvement with your children that you as a parent naturally possess. You know and love your children more than they ever could.

Is the Special Services Department available for my student even though he is not diagnosed with a learning disability?

Yes. Stephen Costanzo is a fully-certified and experienced special needs teacher. If you believe your student needs special help, call Sharon Hines at 540-636-9990, Ext. 151, to make a phone appointment with Stephen. Stephen can help you decide if your student needs special learning materials or special adjustments in the program. You can read more about the Special Services Department on our website at www.setonhome.org/special-services

My daughter is such a good reader, that I have been thinking of letting her skip a grade. Do you encourage this?

In general, we do not encourage students skipping a grade for reading. More often than not, it catches up with them in later grades. The lack of maturity in analysis skills, such as “reading between the lines,” tends to trip up the student. Our book analyses try to help the student to think more deeply about why a character would act or think a certain way. Our reading and English courses are especially important for higher level thinking skills, but a younger student may not be able to advance without normal growth and development.

When a student is very advanced in a certain subject area, we usually recommend one of two things. The student could do supplemental work to learn concepts in more depth. The student could complete the lower grade level in the subject, and then enroll in

the higher grade for that subject. Since Seton allows you to mix and match grade levels, you may move a student up (or down) in some subjects without changing the others.

Of course, the final decision is always with you, the parent.

What study habits have you found most helpful for students, especially for the history and science subjects?

Have your students create outlines. Outlines give a brief picture or chart of ideas in chronological or rational order. The textbook often helps students with a certain amount of outlining in the chapter itself, or in a beginning or ending page. An outline should include short phrases about important points, names, events, dates, vocabulary, definitions. If a student uses a highlighter while reading, the highlighted words and phrases can be put into an outline.

While some parents like to outline a chapter for their students, it is more helpful for each student to create his own outline. The student learns more by using his own analysis skills to determine what is important and should be included in the outline. A student needs to develop these analysis skills to be successful in high school and college. The parent could look over the outline after the student has completed it.

Lesson 10 in our free online study skills course contains a lesson on outlining. The study skills course is available at www.setonhome.org/courses/study_skills

Outlining chapters from a book utilizes deductive thinking, and it is important that students develop this skill. When students write a book analysis, however, they use inductive thinking; for example, they must glean from a two or three hundred page book what the important points were in the character's development. Even more advanced analytical skills are required in the writing assignments to determine a topic for an essay. In our composition book in Grade 8, we have a rather intensive and detailed lesson on developing ideas and putting them into a logical outline. Our Reading-Thinking Skills books also help develop analytical skills.

*Classics for the Young:
Middle School Literature
by Dr. Mitchell Kalpakgian*

In *A Wonder Book* and *The Tanglewood Tales* Hawthorne retells some of the famous classical myths in an imaginative and charming style that captures the universality and moral wisdom of the stories and expresses the beauty of goodness and the ugliness of evil. He retells these favorites: “The Minotaur,” “The Pygmies,” “The Dragon’s Teeth,” “Circe’s Palace,” “The Pomegranate Seeds,” and “The Golden Fleece.” In “The Pygmies,” for example, Hawthorne portrays not only the littleness of the creatures only six inches in height but also depicts the smallness of their minds and the narrow-mindedness of their thinking. Smallness of mind means selfishness, pettiness, quarreling, and revenge. Living next to their neighbor, the giant Antaeus, who possesses “more strength on his little finger than in ten million of such bodies as theirs,” the Pygmies receive many benefits from the good-natured giant’s friendship. Antaeus with the breath of his mighty lungs moves the windmills, with the shadow of his great bulk provides shade in the summer, and with the size of his outstretched body offers a playground for the children “dodging in and out among his hair” and “running races on his forehead.” The gigantic Antaeus, however, is not only large in body but also great in mind, a magnanimous hero who overlooks all the irritations the Pygmies inflict upon him. He is large-minded enough to forgive and forget, to tolerate no grudges, and to ignore the impertinent behavior of the Pygmies who imagine themselves more intelligent than the giant.

The small-minded Pygmies, on the other hand, provoke petty wars with the Cranes and consider themselves to be heroic warriors admired by the nations of the world, parading “armed with sword and spear, and bow and arrow, blowing their tiny trumpet, and shouting their little war-cry.” They vainly boast of their success in war and proudly attribute their victory

to the brilliance of Pygmy captains even though it is Antaeus who comes to their rescue “flourishing his club aloft and shouting at the cranes, who quacked and croaked, and retreated as fast as they could.” Even though Antaeus observes this ridiculous war with amusement and sees the Pygmies in battle as comical rather than valiant—the cranes snatching the little creatures in their beaks as they kick and scream in the air—the Pygmies boast of their astounding victories and their extraordinary fortitude. Thus the story exposes the many aspects of small-mindedness—its selfishness, conceit, vengefulness, and boastfulness. The small always need to appear great and use every means to assure themselves of their self-importance. The Pygmies use and exploit Antaeus as their instrument of power, as their amusement for the children, and as a convenience for their self-interest—never expressing gratitude to the friendly giant and never acknowledging their dependence upon his many favors.

When Hercules, another giant, travels through the land, the Pygmies instigate trouble by scheming to have one giant fight the other for the benefit of their little nation: “Get up, Antaeus! Bestir yourself, you lazy old Giant! Here comes another Giant, as strong as you are, to fight with you.” When Hercules defeats Antaeus by holding him face downwards until all his strength declines, the warmongering Pygmies swear undying revenge and march with 20,000 archers to slay the giant. Hercules cannot control his laughter in witnessing the arrows that harm him no more than mosquitoes. Ironically, he mockingly flatters the fearless fighters: “Not for all the world would I do an intentional injury to such brave fellows as you!” While Antaeus and Hercules laugh at the pompous antics of this vainglorious group, they themselves record in their annals “that, a great many centuries ago, the valiant Pygmies avenged the death of the Giant

Antaeus by scaring away the mighty Hercules.” Better than Ovid’s rendition of the story, Hawthorne’s version of the myth illuminates the difference between pride and humility, pettiness and nobility, and small-minded selfishness and large-minded generosity.

In “Circe’s Palace” Hawthorne’s account of Ulysses’ men transformed into pigs because of their gluttony exposes the deadly effects of forbidden pleasure. The beautiful woman singing happily at the loom who welcomes the travelers into her palace with gracious hospitality drugs them with her magical potion and turns the men into animals “by tempting human beings into the vices which make beasts of them.” Brave soldiers become docile pigs. Fighting men determined to do battle against enemies and monsters and return home to Ithaca at all costs soon “forgot all about their homes, and their wives, and children, and all about Ulysses, and everything else, except this banquet, at which they wanted to keep feasting forever.” The classic story shows how human beings with godlike dignity lower themselves into despicable beasts, how manly men degrade themselves into enslaved servants governed by an enchantress, and how the sin of gluttony robs persons of their rational, civilized nature as beings capable of the virtue of temperance. They follow their bellies and ignore reason, insisting, “We would not turn back, though we were certain that the king of the Laestrygons, as big as a mountain, would sit at the head of the table, and huge Polyphemus, the one-eye Cyclops, at its foot.” They will purchase pleasure even at the price of death.

Thus Hawthorne’s moral imagination captures the universal truth that the good and the pleasurable are not always the same, that instant gratification results in shameful consequences, and that worshipping the god of the belly instead of obeying the light of reason leads to disgust. These are just two of the treasures of moral wisdom found in these ancient stories that Hawthorne recreates with great imaginative power, instruction, and delight.

If

by John Clark

In times of difficulty, people often turn to art to inspire them. For instance, on the wall of my office, I have a painting called *The Triumph of the Innocents*. The painting shows Mary and Joseph leading the Holy Innocents—the little boys who were murdered by Herod—to heaven. Whenever I feel that my efforts in the pro-life movement are insignificant, I spend a few minutes looking at this painting to remind me that my labors are not in vain. In the end, God wins. But whether it is a sculpture, a painting, or a literary work, I'm sure that many of us fathers seek these things for inspiration. Whenever my fatherly resolve is tested, I try to take a few minutes and reread the poem *If*, by Rudyard Kipling. Though I first read it when I was about 13 years old, I find that as I grow older, his words take on a new level of meaning, and provide a new degree of strength. Though it's not a Christian poem, it outlines on a natural level those things that compose the character of a good man.

Kipling begins by illustrating that if you are doing the right things in life, people will attack you and claim that *you* are the problem. He writes:

“If you can keep your head when all about you/Are losing theirs and blaming it on you...”

Over the years, I've discovered that this is a tricky verse because everyone wants to believe that he is the one who is keeping his head, and it is the others who are losing theirs. And even among those who are trying to live their faith well—by saying the Rosary, by spending time before the Blessed Sacrament, by asking for spiritual guidance from priests—they have areas of doubt about how they are raising their children. Are they being overprotective? Should they loosen up and let their children do the things that many other fathers let their children do?

It doesn't help too much that when we begin to doubt whether we are doing the right things, that others often

attack our most closely-held ideals, and whether consciously or subconsciously, plant seeds of doubt. I have found that at the times of my greatest spiritual successes, I have been attacked the most, and sometimes even by friends. Of course, this is the theme of the *Book of Job*. Job undergoes a series of terrible losses, yet remains patient and just. However, it seems to his “counselors” that he must have done something wrong—something terribly wrong—to deserve his devastation. Was it Job who had lost his head, or was it his friends? At the end of the Book, God Himself admonishes those who had criticized Job.

How do we know if we are keeping our heads or losing them?

If you object to your children listening to music that is perverse and sadistic, and other people don't object, let me tell you: you're not the one losing your head. *They are.*

If you believe that fatherhood demands protecting your children from the mortally wounding influences of modern culture, and other people don't, you're not the one losing your head. *They are.*

If your faith in God's grace leads you to help your children aspire to holiness,



and other people don't, you're not the one losing your head. *They are.*

Fathers, you share a title with the First Person of the Blessed Trinity. It's helpful to remember that fact as you choose how to encourage sanctity in your children. And it's important to remember that fact as you are criticized or ridiculed by others who believe you are expecting too much from your children. It is good to expect holiness from our children as we strive to holiness ourselves. For that matter, what is the alternative to expecting holiness from our children?

There is only one person in the entire world who has received the sacramental grace to father your children. That grace has not been given to any of your friends, or to any family member, or to any priest, or to any teacher, or to any world ruler, or even to a single angel in heaven. That grace has been given exclusively to you. That makes you unique, and if I may say, it should make you feel pretty special.

Kipling ends his poem writing:

*If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And—which is more—you'll be a Man,
my son!*

Minutes are unforgiving, but for reasons that Kipling (who lacked the true Faith) may not have imagined. Every day, every hour, every minute, is an opportunity to grow closer to God. Sadly, many use this opportunity to grow apart from Him. On one of the first days of homeschooling my children, I put a sign up on the wall which read: “Is what I'm doing *right now* glorifying God?” It's a gentle reminder of a central truth.

It's not about running for sixty seconds, it's more about where the running takes you—it's about destination. And it's not about what's in the earth—many people have attempted to profit from the earth “and everything that's in it.” What's more important is what lies beyond. And if you see above the bounds of this world and follow Jesus, yours are the heavens and everything that's in them, and—which is more—you'll be a saint, my son!

Using Your My Seton Page

My Seton is a part of the Seton Home Study School website which is customized for your family. A wide range of information and services are available online. Almost any information you could receive by calling Seton—grades, papers received, payments, etc.—can be found on your My Seton page. Many services, such as audio pronunciation guides and lectures, are available only on My Seton.

Logging in to My Seton

In order to log in to My Seton, you first need to go to the My Seton web address of www.setonhome.org/myseton. You can either type this address in your browser or use the link from Seton’s home page. The first time you log in to My Seton, you will be asked to supply your family number and password. The password and family number are found in bold print at the top right on the packing list that you received with your books.

After your first visit, you may not ever have to log in again. There is a check mark on the login page that says “Keep me logged in on this computer.” If you are accessing My Seton from your home computer, you probably will want to have that checked. If you are accessing My Seton from a public computer, such as a library, you should be sure not to have that checked.

If you do not know your password or family number, click on the link that says “Retrieve Password”. If Seton has your email address on file, you can receive login information immediately. If we don’t have your email address, then you will need to either fill out the help form online or call Seton.

Course Resources

One of the most important features of your My Seton page is the supplemental course resources that are offered. The New Resources tab will show you the new resources that have been uploaded for a student in the last month, based upon the courses in which the current student is enrolled. The All Resources tab will show you all resources that are available for the courses in which the current student is enrolled. Click on the underlined link to view any of the items. Items which are in Acrobat

Reader format have the designation “pdf” after them.

Grades Tab

The Grades tab displays the courses and grades for your children in a grid. The left side shows the courses, the grades are in the middle, and a series of icons is on the right. The icons relate to different actions that are available for a particular course.

You will notice that each of the grades and courses listed is actually a link. Click on the link to go to a more detailed page for that course. Each course has specific items for each quarter that are either required or optional in order to receive a grade for the course. The items are grouped first by quarter, and then by whether they are parent-graded or Seton-graded items.

The parent-graded items are shown first for each quarter, and have either a yellow background or a box around them. You can record your parent grades for assignments here. To enter parent grades, click the button at the top of the page that says “Enter Parent Grades”. The grades you enter here are grades that you give for assignments, and you can determine those grades in whatever way you wish. To save the grades you have entered, click the button that says “Submit Parent Grades”.

Online Tests

Online tests are tests that you can take through your My Seton site, rather than on paper. Online tests are available for many of the tests from high school down through the fourth grade. Almost all tests that are fill-in-the-blank, short answer, etc., are available online. Some tests, which are either entirely or almost entirely essay questions, are not available online. These items would need to be uploaded (see next section).

When a test consists entirely of objective questions, the computer can check all answers and give an immediate grade. When a test contains both objective and subjective parts, the computer will check the parts that are objective, and a human grader will grade the subjective parts. This means that a grade for the test is not immediately available, but may take a few days.

Uploading Work to Seton

“Uploading” is the process of sending assignments or tests from your computer to Seton. Work that is uploaded to Seton is generally one of two things. It is either a file created in a word processor, such as Microsoft Word, or it is a workbook page or other non-computer file that has been scanned into an image. Uploading work to Seton will generally result in your student receiving a grade more

The screenshot shows the My Seton website interface. At the top, there is a navigation bar with links for HOME, COURSES, MY ACCOUNT, RESOURCES, HELP, and Re-Enroll. Below this is a sub-navigation bar with GRADES, PRINT LESSON PLANS, WORK RECEIVED, UPLOADS, and ONLINE TESTS. The main content area features a table with the following data:

Course	Rev	Q1	Q2	Q3	Q4	Final	Resources
Algebra II	003	89	87	90	89	89	[Icons: Print, Upload, Test, Notes, Course, Audio]
American History	001	90	89	99	12	73	[Icons: Print, Upload, Test, Notes, Course, Audio]
American Literature	001	100	100	91	100	98	[Icons: Print, Upload, Test, Notes, Course, Audio]
English 11	07A	view	view	view	view		[Icons: Print, Upload, Test, Notes, Course, Audio]
Geometry the Easy Way	001	88	95	90	99	93	[Icons: Print, Upload, Test, Notes, Course, Audio]
Religion 11	002	95	95	95	95	95	[Icons: Print, Upload, Test, Notes, Course, Audio]
Religion 9	001	90	view	90	view		[Icons: Print, Upload, Test, Notes, Course, Audio]
Independent Study							
Geometry IV							Details

Below the table, there is a legend for the icons:

- [Printer icon] = Print Grade Report
- [Hand icon] = Upload Work (send work to Seton)
- [Magnifying glass icon] = View Electronically Submitted Work
- [Book icon] = View Online Course
- [Hand with pencil icon] = View Cumulative High School Grade Report
- [Hand with pencil icon] = Take Online Test
- [Book icon] = View Course Notes
- [Speaker icon] = Listen to Audio Lectures

quickly than if the same work were sent by mail.

Printing Lesson Plans

Your My Seton page includes a full-featured web application that lets you customize and print lesson plans for your children. The Lesson Plan Creator comes in two somewhat different versions—the Weekly Creator and the Daily Creator. The Weekly Creator creates a week's worth of lesson plans, while the Daily Creator creates lesson plans for one day at a time.

The Weekly Creator will print out weeks as listed in the Lesson Plans. You can pick a different week for each subject, but the weeks are fixed according to what is printed in the lesson plans. This is great if you are keeping up pretty well on the weekly schedule.

The Daily Creator offers more flexibility because you can choose exact days (or lessons) that you want. You can choose a different week and day for each course.

After you create your lesson plans, you can load them into your word processor, and modify them as you like. Some families like to turn the daily lesson plans into a comprehensive daily calendar by adding such things as chores or outside classes.

Checking Your Account

You can use your My Seton page to check your account with Seton. If you

are on the payment plan, you can check to see if payments were received, or make credit card payments online.

If you move to another address, change your email, get a new cell phone, etc., you can enter the new information here. This information is then checked at Seton for consistency and imported into our master list. When our master list has been updated, you will receive an email confirmation.

Message Boards

Seton maintains a large number of online message boards that can be used by students and parents alike. As of this writing, the available message boards are:

- Parents
- Elementary Subject Counseling
- Special Services
- Spanish, Latin, French
- Science
- High School Math
- High School History
- High School English
- American Government
- Biology
- Computer Courses

Each of the subject message boards is moderated either by a Seton counselor or by an expert in the subject who can help with answers to questions posted. In addition, students and parents can post messages to each other.

Weekly Audio Lectures

For many high school courses, such as English, history, and foreign languages, Seton offers weekly audio lectures online. The lectures are offered in several different audio formats. These lectures are great supplements to the course, giving more information on concepts studied, or touching on topics of interest not covered in the text. For Spanish and Latin, we offer audio pronunciation guides online.

Video Tutorials

We now have video tutorials available online for all of our enrolled families. To access the videos, click the "Resources" tab, and then click "Video Tutorials," which is just under and to the right of the "Resources" tab. Most of the videos are just a few minutes long and are ideal for students looking for a little extra help on specific, individual, points of learning. We currently have a diagramming series for elementary age students, as well as math, accounting, and English tutorials among others. Please take a look at these valuable resources and stay tuned as new videos are being added regularly.

For complete information about the services available on your My Seton page, please consult the *Parent Home School Handbook*, which comes with all new family enrollments.

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
E-Mail: info@setonhome.org

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

Executive Editor:
Dr. Mary Kay Clark

Editor: Kevin Clark

Seton Phone Numbers (Seton main line: 540-636-9990, all numbers 540 area code)

Admissions, Enrollment, Re-Enrollment: 636-2039
Elementary Counselors: 636-1429
Grading: Rhonda Way, 622-5525
High School Course Approval: Gene McGuirk, 635-4728
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enrolled@setonhome.org
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Charity in Truth

Charity in truth, to which Jesus Christ bore witness by his earthly life and especially by his death and resurrection, is the principal driving force behind the authentic development of every person and of all humanity. Love — caritas — is an extraordinary force which leads people to opt for courageous and generous engagement in the field of justice and peace. It is a force that has its origin in God, Eternal Love and Absolute Truth. Each person finds his good by adherence to God's plan for him, in order to realize it fully: in this plan, he finds his truth, and through adherence to this truth he becomes free (cf. Jn 8:32). To defend the truth, to articulate it with humility and conviction, and to bear witness to it in life are therefore exacting and indispensable forms of charity. Charity, in fact, "rejoices in the truth" (1 Cor 13:6). All people feel the interior impulse to love authentically: love and truth never abandon them completely, because these are the vocation planted by God in the heart and mind of every human person. The search for love and truth is purified and liberated by Jesus Christ from the impoverishment that our humanity brings to it, and he reveals to us in all its fullness the initiative of love and the plan for true life that God has prepared for us. In Christ, charity in

truth becomes the Face of his Person, a vocation for us to love our brothers and sisters in the truth of his plan. Indeed, he himself is the Truth (cf. Jn 14:6).

Charity is at the heart of the Church's social doctrine. Every responsibility and every commitment spelt out by that doctrine is derived from charity which, according to the teaching of Jesus, is the synthesis of the entire Law (cf. Mt 22:36-40). It gives real substance to the personal relationship with God and with neighbour; it is the principle not only of micro-relationships (with friends, with family members or within small groups) but also of macro-relationships (social, economic and political ones). For the Church, instructed by the Gospel, charity is everything because, as Saint John teaches (cf. 1 Jn 4:8, 16) and as I recalled in my first Encyclical Letter, "God is love" (Deus Caritas Est): everything has its origin in God's love, everything is shaped by it, everything is directed towards it. Love is God's greatest gift to humanity, it is his promise and our hope.

Caritas in Veritate,
Pope Benedict XVI, June 29, 2009