



Keeping in Touch

A quarterly newsletter for Catholic homeschooling families

AMDG

Term Two 2007

JMJ

ZEALOUS FOR GOD AND THE CHURCH

Sister Maur Woodbury S.M.

From the *APREL BULLETIN* February 2007 (reproduced with kind permission of Sister Mary Augustine O.P.)

What does a highly educated, cultured religious woman do when she has borne the heat of the day as teacher, administrator and lecturer in Catholic institutions up and down the country - and beyond - and has come to realise the stark and terrible truth that a whole generation of young Catholics - and its teachers, has no real grasp of the content of the Faith? She sets up a catechetical school!

Sister Maur Woodbury, S.M. is one of the true heroines of the modern Church in Australia. Using her natural energies and catechetical and administrative skills to gather around her other orthodox (volunteer) teachers, lay, religious and priestly, along with a host of students from tiny children to adults, she founded the Holy Family Education Centre, Lewisham, where the Catholic Faith and Catholic culture, in all its beauty and integrity could be taught and learned on a systematic basis.

The clientele of the cluster of Holy Family Schools which came to radiate out from the Centre at Lewisham, springing up in such parishes as Riverwood, Merrylands and Naremburn, is drawn from parents who, for various reasons - mostly to do with the Faith - have placed their children in public schools or have chosen to educate them at home. They bring their children along to the classes which run weekly in each centre. Sister Maur's impressive team of catechists, including some dedicated religious as well as quite a number of generous and



committed young Catholic men and women, teaches them not only the doctrines of the Faith, but gives them the opportunity to learn, say and sing the beautiful prayers and hymns from the Church's liturgical and spiritual treasury. It enables children right up into their teens to come together and make friends in the faith.

The Centre has been running now for sixteen years and from the ranks of the students there have sprung up vocations to the priesthood and Catholic marriage - as well as a new crop of catechists who are keen to pass on to the present-day students the knowledge and values they themselves received at the Centre. They are eloquent in its praise and Sister Maur's impressive Requiem Mass and Funeral were probably a testimony to end all testimonies, of the extent of her spiritual influence. The large church was overflowing - more spread over the church grounds than could fit into the church itself, with young families and young adults, hailing not just from the Sydney area but from country New South Wales and beyond. The beautiful Mass - Solemn High Mass in the Traditional Rite - was celebrated by one of Sister's ex-pupils, Father Laurence Gresser of the Priestly Fraternity of St. Peter, whose community has undertaken to pick up the baton from Sister Maur and continue coordinating the Holy Family Catechetical Schools. The Choir of young people, singing the Church's own Gregorian and polyphonic music included ex-students also.

Father Gresser noted that Sister Maur was witnessing to and holding up to all, the beauty of Church teaching and culture even as she lay in death.

One of Sister Maur's great strengths, over and above the obvious ones - her wide and strongly based theological background, deep spirituality and loyalty to the Church - was her compassion for Catholics - especially families - struggling to know and live the Faith in a godless world of secular-humanist values, marginalised, unsupported and often dismissed as 'fanatics' by pastors who just can't (or won't) see their problem. She was, then, the champion of Home-Schooling families. Even till the last year of her life, she attended their camps and gatherings as catechist and friend, advising and helping the parents through their various problems, not only encouraging them to "hang in" but showing them how to do it. She became a kind of universal 'guru' for this growing group of Catholic educators; they realising that she had the wealth of wisdom that comes with experience and prayer;

and she convinced that there were very few educational options for Catholic parents, (homeschooling being the only one in some instances), and that the pool of support from which such people could draw was indeed very small.

Sister Maur was a niece of whom her illustrious uncle, Dr. Austin Woodbury S.M. whose Aquinas Academy gave theological and philosophical formation to untold thousands of students over the decades, would have been most proud. Even should the Holy Family Catechetical Centre and its Schools as such come to a close at some later date, the depth and ramification of its influence will ensure that its effects will not die out until the younger generation (we hope) manages to produce its own "Sister Maur".

May this admirable and zealous sister - so busy to the last drop of her strength for God and His Church - rest in peace.

Trademark Catholic Stationery has a beautiful range of very traditional Catholic stationery which we are selling here in Australia to raise funds for the support of the Carmelite Sisters in Lismore.

These Sisters are small in number but are the prayer powerhouse for Australia and we would like to be able to support them in some way. By purchasing the stationery through us, all profits go to the Sisters.

You can view the stationery on line at www.catholicstationery.com and place orders by contacting Beth on stationery.orders@yahoo.com.au, phoning (02) 66224 787 or writing to me at 1 Haywood Lane, Lagoon Grass, NSW 2480.

Fr Tierney has requested that mention be made of Homeschooling Supplies Australia. Fr's view is that 'they must be all right...they described the four Bush Boys books as "about Catholic children, but suitable for all denominations" '.

They may be contacted at PO Box 688, Werribee VIC 3030, phone (03)9742 7524, fax (03) 9742 2492, www.homeschooling.com.au

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Watching your wait

By Anthony English

Why does God make us wait? So often we're hoping for something, praying intensely for it and doing all we can to achieve it, but still it doesn't come. What's the holdup when we're praying for something good?

St Paul says that for those who love God all things work together for the good. The difficulty is that when we're facing some trial or delay we don't usually see the good of having to wait and maybe not getting our heart's desire. It's easy enough to see why God doesn't answer prayers for things that are bad for us, but what about things which seem to us to be obviously good? Why don't those prayers get answered straight away?

I think that one thing that God teaches us is that everything has to be subject to Him. He is the supreme good. As St. Teresa of Avila said, he who possesses God lacks nothing. It can and very often does happen that even the noblest things we desire are not for the noblest reasons. It's easy to say "I want to be a saint" (a noble desire) but that prayer won't be answered if what we really mean is "I want people to think of me as a saint." If we can have distorted reasons for even the highest goods then how much more likely are mixed motives when we desire lesser things?

Sometimes God delays in giving us something He intends to give us eventually. The reason for this is so that our desire for it can be purified. Many things we pray for are really just to make us more comfortable or so that we can have control over our own lives. God has a way of teaching us detachment by making us wait. This is not some sort of torture inflicted on us by a cruel tyrant. No, God wants our good more than we ourselves want it. It's been wisely said that if God were really cruel He would answer all our prayers. So many times we do not know what to ask for.

What God wants most of all from us is our love. It may be that the recovery of health for someone we love dearly is not going to lead us or the person we love closer to God. We may not see that at the time but later on hopefully we do. There are so many people, even those with no faith in God, who can look back on the trials of their lives and say that they are better for having gone through them. This is a grace if it helps them to recognize that God is drawing them to Himself.

There are things that God will give us, whether we ask or not. There are other things that He will never give us, even if we ask for them. And there are things which God will give us only if we ask for them. In those cases, He moves us to ask for them.

For every state in life, the great temptation is to escape. This is why spiritual masters speak so often about the grace of the present moment. God commands us to pray but forbids us to worry. We

can live our lives in fear of the future or even in dreaming about some good things that we're hoping for but if such fear or dreams distract us from our present duties, then we're better to be a little more focused. Many single people in the Western world spend the best part of their adult life

wondering about what God wants them to do. It is sadly common to see people in their late 20s, 30s or 40s with still no idea of where God wants them. A wise piece of advice is to take the next good step. It may be that God will not be showing you where He wants you long term but at least you can have a pretty clear idea of the short term. In other words, instead of weighing up options about the big vocations in life, you could ask yourself where God wants you this week.

If the world doesn't end too soon, there are a few men wandering around who will one day be Pope. The world may have five or ten future Popes who are alive right now. One will eventually succeed the present Pope, another will succeed him and so on. Imagine you happened to know one of those future Popes – perhaps he's currently a seminarian, or maybe he's school age or even younger, destined one day to be the successor of St. Peter. If you were to advise him now on what he ought to do to prepare himself for that monumental role one day, what

would you tell him? There would be no point getting him to practice writing encyclicals or learning how to deal with heads of state or practicing the papal wave. He'd be far better off applying himself here and now to whatever his job is at present. That would be the best preparation for his future role.

The same applies to us all who, in one way or another, can spend our lives wishing and waiting for things that may eventually come or may not come at all. We would be better advised to make a virtue out of necessity, turn our hearts to the tasks at hand and do it with cheerfulness. One truly saintly priest once told me that as a young man he hadn't wanted to be a priest but once he knew that that was what God

"God commands us to pray but He forbids us to worry."

"A wise piece of advice is to take the next good step."

wanted of him, he was happy. He used to counsel people about not waiting around for the lightning bolt from heaven but simply to apply themselves to the duty of the present moment, with its accompanying grace. He was a holy and happy priest, an inspiration to everyone he met.

God sometimes wants us to pray for things with great intensity. He may be strengthening and purifying our desire for Him, even if it means letting go of what we thought was our heart's desire. He alone knows what is good for us. St. Augustine's words offer excellent advice for those who find themselves waiting for things which may not, in the end, be for the ultimate good: "Thou hast made us for Thyself, O God, and our hearts are restless until they rest in Thee."

* * * *

Cheap Musical Instruments

by Veronica Brandt

Making music is a great learning experience. All you need is:

- * a space where you can make some noise
- * some music suited to your ability and tastes
- * an instrument.

Space where you can make a noise is sometimes difficult to find. The back of the garage was my spot when I was learning the guitar. Outdoors is often easier on the nerves than indoors, but then the weather can interfere sometimes.

Once you learn how to read music playing an instrument can help you practise your reading. Sheet music is better than mp3s for storing your favourite music. You can play back each piece with as many variations as you can think of and all without batteries.

Much free music is available via the internet. My favourite site is the Werner Icking Music Archive but there are others out there.

As for musical instruments, how do you go about finding out what's right for you without spending lots of money. A big music shop can sometimes let you try out different instruments under their supervision, but it takes time to even get a note out of some instruments. Taking your first steps on cheap instruments can be good, but a cheap rubbishy instrument can be a pain.

A cheap recorder may require an expert player to play it in tune. A cheap guitar may snap under the strain of the strings and be completely useless.

Building a collection of musical instruments can be a lot of fun if it doesn't cause too much financial strain. Here is my list of different instruments that may be fun to play and even help start you on the path to concert level performances.

Strings

The ubiquitous guitar jumps to mind. There are many to be found in every music shop and even some junk shops like Go Lo carry them. As you might expect, generally the cheaper the guitar, the shoddier they get. Nylon strings are easier on the fingers and less strain on the guitar. A new set of strings may cost about \$15.

There are different styles of guitar playing. Strumming chords is an easy way to accompany songs. Finger-picking or classical techniques take a bit more practice, but enable you to play guitar solos.

There are lots of guitar method books around for all different styles. My favourite is one aimed at children and co-written by the great classical guitarist Andres Segovia.

An often overlooked string instrument is the ukulele. It looks like a small four stringed guitar. For the price of a cheap guitar you can get a fairly good ukulele. It's quieter than a guitar and since it only has four strings the chords are a little easier to finger.

Woodwind

The stand out cheap instrument in this category has to be the much maligned recorder. Some schools teach the recorder as a standard part of their music curriculum. Some may be surprised to find that this instrument is played at a virtuoso level with an extensive classical repertoire.

Cheap recorders can be quite out of tune which makes it difficult to develop a good ear for pitch. Good recorders can be quite expensive. They come in wood or plastic. Generally wood is better than plastic, but I'm told a good plastic (or ABS resin) recorder is better than a bad wooden recorder. You can even get half wood, half plastic recorders.

There are different sizes of recorder. The most common is the soprano which is a good size for children and also the cheapest. The next size up is the alto or treble. This is a good size for most adults and has a deeper, more mellow sound - much easier to listen to.

A recorder ensemble usually has a soprano, an alto, a tenor and a bass. Bass recorders are expensive and

hard to come by. There is a lot of music written for recorder ensembles. For Sound of Music fans there is a Trapp Family Recorder Method written by one of the girls of the family. It has been reprinted by Schott. The Soprano and the Alto versions are very similar, so buying both would be a bit redundant.

The Dolmetsch website has lots of information on playing the recorder. There is also an online recorder method called Recorder From Zero. It specialises in early renaissance music and lacks any sort of instructions, but a great resource for making medieval music in a small recorder group.

The tin whistle is similar to the recorder but more shrill. It is popular for Irish music and bush bands.

The humble harmonica has been called 'the band in a waistcoat pocket'. There are two types, diatonic and chromatic. The diatonic ones are much cheaper and easier to play. They come in different keys and different shapes and sizes. The Hohner Puck is my favourite little instrument. Since it has a limited set of notes its better for simpler music - like being limited to playing only white keys on a piano. The chromatic has the extra black key notes by using a button to push a slide.

There is an instrument I have seen once called a Xaphoon. It is a bamboo saxophone, about the size of a recorder but thicker. It uses a standard clarinet reed and may be a good starter for someone interested in a reedy instrument. The chalumeau is a similar instrument, closer to the clarinet. These have a very limited range compared to the clarinet and saxophone and they are quite unusual - I don't think anyone makes them in Australia. Still they are relatively cheap compared with clarinets and saxophones.

Percussion

Great for small aspiring musicians. Drums, triangles, tambourines, castanets, shakers, scrapers are all great ways to make a joyful noise. They can also be more than just a handy way to keep little ones occupied at music time. Every orchestra needs a percussion section. They are also great for any dance music.

Keyboard

You might not think a piano can be considered a cheap instrument, but there will be pianos free to remove from time to time. Of course the removal can be expensive plus the services of a piano tuner. Many people learn piano first since it is easy to make

music and you can learn to read high and low notes equally well.

There is a little keyboard that is played by blowing into it called a melodica. I've only seen it used by a music teacher as a portable instrument to work out tunes. It sounds like a cheap organ but doesn't need batteries.

Brass

I don't know anything about cheap brass instruments. For that matter I don't know much about brass in general.

Voice

Many people say they can't sing. I think it is safe to say that most people are physically able to sing. As with any musical instrument, practice is the key. Confidence is important as the voice is so strongly influenced by thought. Relaxing helps let the sound out. Breathing exercises are a major part of voice training - they're good for asthma too. Practice helps you get the higher and lower notes. Warming up your voice with gentle exercises is good before singing something more difficult.

Singing in groups is great. Rounds make a good start for part-singing. Things like Frere Jacques or Kookaburra sits in the old gum tree. There's a great little book of rounds (also known as canons) on the Werner Icking Music Archive.

I hope this might help someone on their musical journey through life. I'll close with some words from Pope Benedict XVI on the occasion of his 80th birthday: "Looking back on my life, I give thanks to God for having put me close to music, like a travel companion, which has always offered me consolation and joy. "I also give thanks as well to all who, from the first moments of childhood, brought me toward this source of inspiration and serenity."

* * * *

Two quotes (to fill this otherwise awkward space):

"Christ is not valued at all unless He is valued above all." - Saint Augustine

"The true recipe for a miserable existence is to quarrel with Providence." - James Waddell Alexander, II

A FEW REFLECTIONS ON HOMESCHOOLING

by Michele Vieira

There are many things I wish I'd known before starting on this adventure of home schooling. Like exactly what God wanted when He first put the idea of home schooling in our minds. How exactly should we do it was not spelt out. As each child has come along and has gone or is going through the process, we have stumbled our way through. However, it would have been nice to get it all right from the very beginning. We look back with some regrets at our inadequacies and our over-reactions. And yet, God is good and He does not give up on us and He brings good out of it all if we are faithful to Him..

I was skimming through some home schooling books this evening and came across a section talking about the atmosphere in the school and its effect on the children. The need for a serene and contented atmosphere was suggested. Yet, how can this be achieved when the house is a constant mess, the phone is always ringing and the baby and toddlers crying or clambering for attention? It can all be overwhelming at times. The best advice I ever read on this front was that we should first settle our house and our preschoolers before attempting to get on with teaching our older children. This is wonderful advice and I wish I'd received it earlier. How many times did I rush to get the children started on their schoolwork by the magical

9 a.m. time slot so that I'd be on target when the house had not been re-assembled after breakfast and the children were not composed? Who said home schooling had to begin at a certain time? I am not talking about perfection in housekeeping. If you have a pile of children at home all day with you the house is going to look lived in. However we should aim to finish one thing before progressing on to the next. So, we need to do whatever level of housekeeping will produce serenity in us and the children for example we may find that with the breakfast dishes done and the beds made, we feel ready to cope with the next stage of our day. Of course all school aged children are big enough to help and that's where justice comes in as we pull together as a team to do the necessary jobs done. We may find a certain quieter time in our day better suited to those aspects of our home schooling which require an intensive mother presence. We may keep

special toys for during school time and we may find an answering machine a blessing.

Another aspect I have come to appreciate is the need for children to spend time outdoors each and every day. This also helps enormously with the mother's sanity level as all the noise indoors all day can be wearing on nerves. When we first began home schooling I would not allow the children outdoors in regular school hours so that the neighbours would not think that because we were home schooling the children were bludging. Of course as a new home schooler I was not confident in the whole process, so it made it hard to do anything else. But, as we are really responding to a call from God to teach our children, we are really more answerable to Him than to anyone else. How are we treating His children? Are we allowing the books we have to be masters rather than servants? I know I got so paranoid about how I might better cover a certain subject that I bought different resources to cover the same things and then added to the children's workload even more. This did not produce better results and I could not keep up with the marking anyhow. Are we allowing each child to follow his/her God-given natural inclinations by allowing them free time each day? Or are we stifling them with a programme we developed for them?

Another thing I wish I'd known earlier was that it's not the end of the world if one or all of our children are capable of reading or Maths or writing later than what I would have expected. Just as each of them toilet trained, or grew teeth at a different rate, so too their readiness for learning and their ways of learning differed. Boys particularly may not do traditional schoolwork easily when they are young. For the first few traditional school years, there may be a real struggle to just get boys indoors. Flexibility is necessary to cope or it will become such an area of conflict that you reach a stalemate. Sometimes the most productive thing for a difficult child can be a big hug. All children need to know they are loved and that you are sympathetic to their troubles, that you will help them overcome the big obstacles they face, real or imagined.

And that comes to another aspect - if something is not working, be honest enough to admit it. When I first started home schooling I was afraid to get behind what they would have been doing if they were at school. So I kept going even though one of our children just wasn't coping with reading - I didn't want to get behind school and be considered a failure, so I kept going. But I wasn't

caring enough for this child's personal level of achievement and so I was failing this child. It does not mean you are a failure if something is not working, but maybe a different approach is needed. Pray and pray and pray some more. The Holy Spirit has been left behind to be our helper - so ask Him to help. Maybe He'll inspire you to do lessons outdoors for that child who's struggling. Maybe He'll inspire you to use a different approach - more hands-on or more living books or whatever. Just trust that God will inspire you to do what is needed for that child if you ask Him.

Actually of all the things I wish I'd realised in the beginning, this last one is the most important. We are home schooling God's children, trying to help them to do His will in this world and to make it safely to Heaven. He wants us to succeed and will give us all the graces we need to do His will, but we need to ask Him.

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Reasons for Hope Retreat, 2007

By Jacinta Smith

This year I had the good fortune to attend the Reasons For Hope retreat for young catholics, from the 13th-15th April, 2007. It was held at Vision Valley, near Dural, NSW. Reasons For Hope is a retreat designed to help the catholic youth of Australia remember exactly what the title says—that in spite of all the evil of these times, we still have Reasons For Hope. The retreat is packed with magnificent spiritual talks, daily Mass, a 40 hour adoration and benediction, but it still leaves plentiful time to chat to friends and make new ones. They have recreation time, where you can play sports, or just sit down and talk.

This year's retreat had a wonderful program. It began at 8 o'clock on the Friday night with an introduction talk, from which we were separated into small discussion groups. After that we progressed down to the chapel for a beautiful Mass by Father Mark DeBattista. Supper followed and old friends caught up while new friendships were formed.

The next morning began with a meditation read by Father John Flader and was followed with a talk by Cathy Dennis. We then had separate debates for the men and women on various relevant issues of today. Mass took place just before lunch and several hours of free time. Some people (including myself) went in the freezing cold pool, others played

sport and some just talked. The afternoon wore away and we then had a choice of three talks. I went to one called "Protestants, Pentecostals and Pope Benedict" which was fabulous. The evening had a rosary procession and benediction and the movie "Karol", about Pope John Paul II was shown for anyone interested.

Sunday was packed, with a talk from Bishop Porteous about Islam and Secularism in today's society, Mass and an afternoon concluding talk from our magnificent chaplain Father DeBattista. It was about preparing for World Youth Day 2008 and "Trusting in Christ, because Christ is trusting in you". This talk was amazing as Father has a tremendous gift for speaking that I have rarely observed before. This talk had special significance for all of us as young catholics and Father DeBattista made some terrific points about what we can do to put in our bit to help society.

The Reasons For Hope retreat has been held annually for about ten years now. It is for anyone aged 15-35 although special exceptions can be made for people above or below those ages if you chat to the organisers. It is usually held just after Easter each year. Information can be found on the website: www.reasonsforhope.net. The spiritual benefits gained from this retreat can be seen in everyone. The 40 hour adoration can give special evidence of this as there is always someone down in front of the Blessed Sacrament, even at hours like 2 or 3 am when most people want to be asleep! It is a fantastic way to meet other young catholics who are fighting the long battle as well.

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Keys to Music

&

Rising Stars

Reviewed by Mark Smith

Keys to Music is presented on ABC Classic FM every Saturday morning at 9.05 a.m. Its presenter is Graham Abbott. Graham grew up in the outer Sydney suburb of Kingswood (which prompts one to ask: Kingswood? What good could come out of Kingswood? But I digress). His knowledge of music is encyclopaedic and yet he possesses that rare gift of explaining the difficult very simply, in a manner reminiscent of the late Archbishop Fulton Sheen. Graham trained in Music Education and started his

professional life as a high school teacher while looking for opportunities to conduct.

According to ABC Classic FM 'Graham has kept his passion for Music Education, and has made it a point to include educational activities of all kinds in his life. He regards *Keys To Music* as "tailor-made" for him and is thrilled to have the opportunity to share his musical passions this way'.

The range of topics which he covers is broad. As Graham puts it: he would like to break down the barriers to enjoying classical music for non-musicians, revealing basic concepts, discussing composers and exploring pieces of music inside-out. One week it will be the history of music, the next an aspect of the theory of music, another will examine how the work one composer built on that of an earlier one. Occasionally, he 'goes live' (not quite, the program is pre-recorded but in front of a live audience using a symphony orchestra) where his abilities as a recognised conductor are displayed. His, and the orchestra's, ability to commence playing anything from a few bars to an entire movement from any point in the work under examination is truly astounding.

The program is highly recommended to anyone who is studying music as well as anyone with an interest in music. The program listing for most of 2007 is available on the ABC website at <http://www.abc.net.au/classic/keys/2007.htm>

Graham also presents *Rising Stars* at 9.05 a.m. on Sunday. Currently he is presenting a series of concerts from the 2007 summer music camp attended by Lisa Bucknell. Well worth the trouble of turning on the radio (also available by streaming audio from www.abc.net.au/classic).

Apology for a Pal's Appalling Appeal

by Anthony English

"What's the origin of the word 'appetite'?" So asked a friend of mine via the modern means of text message. I found the answer by the more traditional means of looking up a dictionary and spent a very happy hour of my life. What a waste, you're thinking, aren't you? If you're not, then allow me to waste ten minutes of your time, by whetting your appetite for word origins.

Appetitus 'desire for', comes from the Latin *appetere* 'seek after', which in turn comes from *ad-* 'to' +

petere 'seek'. (You may remember from an earlier article that *petere* is a stem in the word *competition*. That apparently nasty word comes from *com-* 'together' and *petere* 'to seek'. Competition these days has come to mean the exact opposite of striving together for a common goal).

If you appreciate the appeal of word origins and approve of this approach appertaining to learning, allow me to apprise you of this very appropriate appendage to this article.

English word	From the Latin	Meaning
appetite	<i>Petere</i>	seek
appear	<i>Parere</i>	come into view
append	<i>Pendere</i>	to hang
appeal	<i>Pellere</i>	to drive
appease	<i>Pais</i>	peace
applaud	<i>Plaudere</i>	clap
approach	<i>Propius</i>	near
apply	<i>Plicare</i>	fold, fasten to

Fun, isn't it? Perhaps you now understand why I found my friend's text message appealing. I hope you don't find my explanation appalling (from *ad-palir* - to make you pale), but if you do, I apologise (of Greek origin – look it up in a dictionary if you're curious).

Talking Point for Term 3 2007

Earlier this year our family was busy with a new baby in the house. One thing that seemed most difficult to get round to was watching our regular TV shows (Mythbusters and TopGear). We kept taping them, but it took weeks/months to get round to watching them. Was it worth it??

So the question I'd like to ask everyone reading this is, how do you find time for TV? Is it worth it? Does having EWTN make a difference? or is TV an irredeemable brain sucking monster that should be forcibly removed from the premises and not allowed to approach a 100m radius of the family home?

All answers can be forwarded to Veronica Brandt at veronica@brandt.id.au in time for Term 3's Keeping In Touch. No matter how short or long, before 20th of July would be good.

Introduction to Vatican II for High School

Handout n.40 by Fr James Tierney

Early Easter 2008

Handout n.41 by Fr James Tierney

Fr Tierney has added two new handouts to his series of catechetical articles (the complete set is available at www.cardinalnewman.com.au/Downloads.htm)

Introduction to Vatican II for High School

Father opens *Introduction* with a description of the background to ecumenical councils and a brief overview of the major achievements of some of them.

He observes that the Twenty-first Council (i.e. Vatican II) was the first council which was not called to deal with heresy but rather that 'Blessed Pope John XXIII wanted the Second Vatican Council to be a pastoral council'.

He overviews the major works and documents of the Council with short summaries of each.

As distinct from the oft mis-quoted 'spirit' of the Council, this Handout spells out clearly what the Council said and, in the case of the Mass, what it did not say (but which was later allowed).

The Handout is a concise and comprehensive summary of the Council and, as such, is an excellent resource for anyone who requires a brief overview. However, it also contains extensive references and anyone who wishes to study the Council's teachings would be well advised to utilise the Handout as the starting point for their studies.

Early Easter 2008

For those mystified by the moving date for Easter each year, this Handout is for you! Father describes how the date is calculated and then presents a short history of calendars in general and Easter in particular.

He then goes on to describe a method for calculating the date for Easter for any year. The method was developed by the German mathematician Johann Carl Friedrich Gauss and uses only the four digits of the year. Father states there was a typographical error in one of the source documents which he used, resulting in several exceptions and considerable research was required to identify and correct the error.

Father states in the Handouts' title banners: Clear, brief and easily assimilated by all. I agree entirely and recommend highly both handouts.

Single copies of the Handouts are free and may be copied for non-profit teaching purposes. (MWS)

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Some History and Facts about the Calendar*

The calendar as we know it has evolved from a Roman calendar established by Romulus, consisting of a year of 304 days divided into 10 months, commencing with March. This was modified by Numa, who added two extra months, January and February, making the year consist of 12 months of 30 and 29 days alternatively plus one extra day and thus a year of 355 days. This calendar required the use of an Intercalary month of 22 or 23 days in alternate years and in the year 46 B.C. Julius Caesar asked for the help of the Greek astronomer Sosigenes as he had found that the calendar had fallen into some confusion. This led to the adoption of the Julian calendar in 45 B.C. (in fact the year 46 B.C. was made to consist of 445 days to adjust for earlier faults and is known as 'The Year of Confusion').

In the Christian system the years are distinguished by numbers before or after the Incarnation. The periods being denoted by the letters B.C. (**Before Christ**) and A. D. (**Anno Domini**). The starting point being the Jewish calendar year 3761 A.M. (**Annus Mundi**) and the 753rd year from the foundation of Rome. This system was said to have been introduced into England by St. Augustine about A.D. 596 but was not in general use for some time and was ordered to be used by the bishops at the Council of Chelsea in A.D. 816.

In the Julian calendar all centennial years were leap years (i.e. the years A.D. 1200, 1300, 1400, etc.) and for this reason towards the end of the 16th century there was found to be a difference of 10 days between the Tropical and calendar years. This was corrected in 1582 when Pope Gregory ordained that October 5th should become October 15th, thus making the 10 day correction, and that only every fourth centennial year should be a Leap Year. This is known as the Gregorian calendar and is the one

* This article was an incidental finding which I came across after reading Fr Tierney's Handout n.41. I haven't cross checked the contents and present it 'as is' (MWS)

which we now use. It was adopted by Italy, France and Portugal in 1582 and other countries made the correction at various dates up to as late as 1923. The change from the Julian to the Gregorian calendar did not take place in Great Britain and her dominions until 1752, when the correction was made by the omission of eleven days, Wednesday, September 2nd, being immediately followed by Thursday, September 14th.

The Julian and Gregorian calendars are also sometimes referred to as the Old Style and New Style calendars. It is interesting to note that these terms originally applied to the date of the beginning of the year (**New Year's Day**). In the Old Style this was on the 25th March and was changed to the 1st January (New Style) in England at the time of changing from the Julian to the Gregorian calendar in 1752. New Years Day was changed to January 1st in Scotland in 1600.

The Equinoctial or Tropical Year is the time that the Earth takes to revolve around the Sun from one Spring Equinox to another. This is approximately 365.24219 mean solar days or 365 days, 5 hours, 48 minutes and 45.216 seconds. The Equinox being the point where the Sun crosses the Equator, making day and night equal.

The Calendar Year is 365 days except if the year number is divisible by four evenly, this being Leap Year and consists of 366 days. The last year of a century is not a Leap Year unless its number is divisible by 400 (i.e. the years 1800 and 1900 were not Leap Years but the year 2000 is).

(Reprinted from ... the back of a calendar!)

* * * *

Marketing Violence

Studies Raise Concerns Over Video Games

By Father John Flynn

ROME, MAY 20, 2007 ([Zenit.org](http://www.zenit.org)).- A couple of new publications in the United States shed light on the long-standing debate over media violence and children. In April the Federal Trade Commission published the latest in a series of reports on the issue.

Titled: "Marketing Violent Entertainment to Children," it provides an overview of the exposure of children and adolescents through music, films and video games to content normally reserved for an adult audience.

There has been progress, the report observes, with more limits on ads for movies and video games. Nevertheless, the Commission notes that with regard to video games advertisements for the M-rated games still reach large numbers of children and young teens. The M rating (mature) designates that the games are suitable for an audience of 17 years of age and above.

The report cited concerns by critics, who argue that children have too easy access to M-rated games. For example, a 2005 survey by the National Institute on Media and the Family found that 70% of children in grades 4 through 12 reported playing M-rated games.

The second publication is a book, published earlier this year, titled: "Violent Video Game Effects on Children and Adolescents." (Oxford University Press, USA). The book is the result of a joint effort by three psychologists: Craig A. Anderson; Douglas A. Gentile; and Katherine E. Buckley.

The book starts by noting the difficulty, from a scientific point of view, in establishing a relationship of direct causality between exposure to violent video games and violent behavior. Over the years researchers have carried out many studies on the more general question of media violence. The overwhelming conclusion of what is now a substantial body of evidence is that exposure to violence through the media does indeed increase aggression.

Research in the area of video games is, however, more limited. To remedy this deficit in the evidence the bulk of the book presents the results of three new studies on video games.

As a preliminary the authors observe that children and adolescents are spending an increasing amount of time playing video games. Recent surveys show school-age children devoting about 7 hours a week playing video games. Generally, boys spend more time playing video games, with one 2004 survey of students showing 5 hours a week for girls and 13 hours for boys.

Not only do children and teens spend considerable amounts of time playing video games, but they do so with little parental oversight. Over 50% of students in one study said their parents never checked the ratings for video games before giving the go-ahead for their purchase or rental.

New evidence

In the first of the three new studies that form the core of the book the authors explain that they tested

161 9-to 12-year-olds, and 354 college students. Each was randomly assigned to play a violent or non-violent game. Subsequently, participants played another game in which they were asked to set punishment levels to be delivered to another person.

The results demonstrated that those who had played the violent video games punished opponents more severely than those who had played the non-violent games. In addition, the research revealed that the interactive nature of video games results in a stronger relationship with violent behavior, compared to non-interactive media such as television or movies.

A result that surprised the researchers was that there was no apparent difference between the children and college students. This is in contrast with the view held by many that children are more vulnerable to media violence, and indicates college students are just as much affected.

On a positive note, based on information from those surveyed, it turned out that what happens at home influences behavior. Children whose parents set more limits on media usage were less aggressive.

The second study consisted in a survey of 189 high school students. The results showed a positive relationship between those who played a greater number of violent video games and possessing more hostile personalities.

The survey took into account factors that could influence the results, such as the amount of time spent playing games, the normal differences that exist in attitudes between males and females. Even after taking these and other elements into consideration the researchers concluded that playing violent video games was a significant predictor of aggressive behavior.

The study also found that the more time students spent on the combination of video games and watching television, the poorer were their academic results.

The final study examined 430 third, fourth and fifth graders, at two times during a school year. The student's peers and teachers were also questioned, in order to obtain more information about the level of aggressiveness of the group studied.

More aggressive, less sociable

By examining the group over a period of time, on average there was a gap of 5 months between the measurements, the researchers were able to conclude that children who played a greater number of violent

video games early in the school year had changed later on, and came to see the world as a more hostile place. They also became more aggressive and less inclined to socialize with their peers.

The results showed no apparent differences between boys and girls. In fact, the researchers concluded that no one is truly immune from the effects of media violence.

As in the first study the factor of controls put in place by parents had an important influence on children. If at home there are controls on both the amount of time spent playing video games and the content of them, then children suffer a lesser degree of ill-effects.

Proceeding to a general evaluation of the relationship between media violence and its effects on children and adolescents the authors conclude that the impact of the media is far from trivial. Given this, and considering that almost all children play video games, if society were to reduce the exposure of this group to violence through games there would be a significant social impact for the better.

In spite of evidence showing the harmful effects of media violence the authors admit that so far attempts to put any legal restrictions on children's access to violent video games have had little success.

An alternative approach is to increase efforts at public education, so that parents are more aware of the risks their children run with video games. The authors also recommend that parents discuss with their children the question of violence, pointing out the inappropriateness of aggressive behavior in resolving personal problems.

Improving the ratings system for games, and putting more explicit warnings on the games themselves could also help, the authors point out. In addition, community action to pressure retailers not to sell violent games to children can be effective.

On May 20 the Church celebrated World Communications Day. Benedict XVI's message for the event was titled: "Children and the Media: A Challenge for Education." The problem of violence in the media was one of the questions dealt with by the Pope.

"Any trend to produce programs and products -- including animated films and video games -- which in the name of entertainment exalt violence and portray anti-social behavior or the trivialization of human sexuality is a perversion, all the more

repulsive when these programs are directed at children and adolescents," the Pontiff declared. (No. 3) Strong words, but well-grounded, as the latest research amply demonstrates.

(from <http://www.zenit.org/english/>, reprint permission sought)

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Learning Difficulties

By Gai Smith[†]

Learning Difficulties is an extremely difficult topic to tackle for a large number of reasons. One has only to look at the debate which characterises the voluminous literature on the subject to realise that there is no agreement on what works and what does not. Indeed there is often no agreement on diagnostic criteria, leading to incorrect or incomplete diagnoses.

The learning difficulties which have received most attention in recent years include Attention Deficit Hyperactivity Disorder (ADHD), Dyslexia, Autism Spectrum Disorders (including Asperger's Syndrome and Semantic Pragmatic Disorder), and Dyspraxia.

Differentiating between each of these disorders is frequently a confused process, dependent on the doctor and/or clinic attended. Some children may manifest symptoms of more than one disorder or a particular sub-set of symptoms of one disorder. The severity of symptoms will vary between individuals. ADHD can be predominantly inattentive or hyperactive.

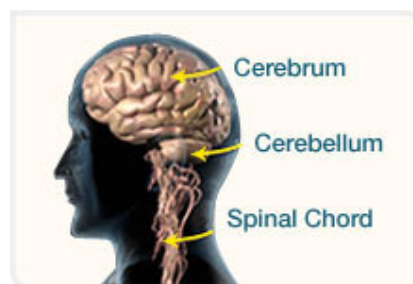
Research into these disorders has been conducted by both the medical and educational professions. Each has its own methodology and neither appears to be convinced of the other's findings. It may be that professional egos and reputations are placed ahead of children's best interests.

It was into this confused situation which British business man Wyndham Dore entered when his daughter Suzie had, as a young adult, decided that she was never going to amount to much and attempted suicide. For her entire life, she had struggled to learn – she had been diagnosed with dyslexia – despite the best efforts of her parents, her

doctors and some of the most expensive private schools in the UK.

Dore had accepted that everything that could be done for his daughter had been done but when the stark reality of losing her confronted him, he renewed his efforts to find a solution. In a scenario reminiscent of 'Lorenzo's Oil', Dore set out to find a solution. Unlike Lorenzo's parents he did not need to do the research himself. Dore – a millionaire – was in a position to fund the necessary research.

The research indicated that the cerebellum which is located at the base of the brain may be the problem (see the diagram below, taken from the Dore website www.dore.com.au). When I studied anatomy in 1974, the cerebellum was considered to be a relatively insignificant part of the brain, responsible mainly for reflex movements and co-ordination of muscle movement.



The research which Dore funded suggested that its role encompassed much more than this and that it had a key role in learning and the application of learning. In some individuals, perhaps as many as 1 in 6, development of the cerebellum is delayed and it is this delay which is at the root of some learning difficulties.

What was most significant was that an exercise-based program appeared to have the potential to improve cerebellar function in its entirety, that is, it could assist patients with learning difficulties. After a year on the experimental program which resulted from this research, Dore's daughter was leading a normal life and was no longer wanting to end it. What is particularly interesting was that she did not need to resume formal education. Rather it seems that everything which had been taught her during her schooling was now 'unlocked' and she was able to use that learning effectively for the first time.

Although Suzie had dyslexia, it appeared from the research that the Dore Program may be able to assist children with other learning difficulties as well. It now appears that the following are amenable to treatment:

[†] The opinions and experiences described in this article are those of the author. Although there is extensive literature in support of the Dore Program, each individual will need to make a personal assessment of its suitability to his/her particular circumstances.

- Attention-based ADHD
- Hyperactivity-based ADHD
- Dyspraxia
- Asperger's Syndrome, and
- Dyslexia.

Some of the signs of each are listed below.

Attention-based ADHD

- Difficulty sustaining attention in tasks or play activities
- Does not seem to listen
- Fails to finish schoolwork and duties
- Difficulty in organising tasks
- Avoids tasks that require sustained mental effort
- Loses things required for tasks
- Easily distracted
- Forgetful in daily activities

Hyperactivity-based ADHD

- Fidgets with hands, feet, squirms
- Frequently leaves seat when expected to sit still
- Runs about or climbs excessively in inappropriate situations
- Very loud in games or quiet leisure activities
- Always 'on the go'
- Talks excessively

Dyspraxia

- Clumsy
- Poor at sorting
- Difficulty holding small objects and pencils
- Finds ball games difficult
- Low muscle tone
- Not fully dominant in right or left hand
- Poor posture
- Poor sequencing of instructions
- Inappropriate responses

- Poor social skills
- Tire easily

Asperger's Syndrome

- Poor eye contact, poor social skills
- Failure to develop peer relationships
- Unable to share interests or achievements with others
- Pre-occupation with a particular subject to an abnormal level
- Inflexible adherence to unusual routines or rituals
- Persistent preoccupation with parts of objects

Dyslexia

- High IQ but scores poorly in tests
- Low self-respect and lacking in self confidence
- Uses avoidance tactics where reading, school or tests are concerned
- Seems to daydream
- Reads or writes with additions, omissions, substitutions, repetition, reversals or transpositions of letters, numbers or words
- Confuses left/right, over/under
- Difficulty telling time, being on time or learning sequention information
- Mis-pronounces long words, transposes phrases, words and syllables while speaking
- Poor working memory
- Handwriting either scrawling or neat but very slow

So much for the general background, now for its application. When one of our sons was diagnosed with Semantic Pragmatic Disorder (one of the Autism Spectrum disorders), he was offered drug treatment. This was declined as the drug provided relief from the symptoms only and did not address the underlying problem. We were told he would never learn to read and write. Fortunately I had been using Spalding/LEM Phonics for some time and this proved successful in teaching him to read and

write – after two years. By comparison, the other children had taken no more than three months. Romalda Spalding had developed her method to assist children with very severe learning difficulties and she claimed that, if done properly, all children would read and write eventually. I am convinced that she is correct. Unfortunately, he lacked comprehension skills.

Another son had shown signs of ADHD for many years and when he commenced his schooling it became clear that he too had learning difficulties. Like his older brother, he took two years to learn to read and write and also had poor comprehension skills. Additional coaching made little difference. Although he is good with his hands and wants to be a carpenter, it seemed improbable that he would manage the technical training required to complete the requirements of an apprenticeship.

I then heard about the Dore Program from a fellow homeschooling mother. She reported the incredible difference it was making with her son whose learning difficulties reminded me of my sons. Although dubious, we investigated the Program thoroughly and concluded that the scientific evidence was sufficiently convincing to try it.

The Dore website has a facility to conduct an online assessment. When this confirmed that the two boys had learning difficulties we arranged to meet with a Dore consultant who conducted an in-depth assessment. She outlined what the Program involved and the associated costs.

The assessment involved four hours of tests and examinations by a doctor and therapists. The doctor confirmed the problems which the boys have. Their testing had also identified that the older son was dyslexic. In speaking to us, he gave an informed opinion as to the extent to which the Program could assist each of them. The Program is very successful with ADHD, less so with Semantic Pragmatic Disorder. Having indicated our intention to proceed, each of the boys was supplied with a personalised exercise regimen and a bag of ‘goodies’ – in fact they are the aids which are required to complete the various exercises.

Dietary modification to increase slightly the intake of omega-3 fatty acids is also required and is relatively easy to achieve.

The exercise regimen is intended to be performed every morning and evening. It generally takes about ten minutes to conduct and the exercises are varied. As they progress and are re-assessed by Dore (about

every six weeks), the regimen changes. Average duration of the Program is 12-18 months so commitment on the part of parents and child(ren) is required. There are no drugs involved.

It has now been nearly five weeks since the boys started. At times I have felt disheartened. Some of the exercises are very difficult and finding the time in a busy day is often difficult. There was some initial ‘resistance’ to the Program although the older son was keen because he said he would do anything to be normal. He has sufficient insight to recognise that he has few friends and that he finds it difficult to relate to those he has.

However, week 5 has seen a marked change in both boys. The younger son is already capable of periods of sustained concentration for more than thirty minutes at a time. The older son is concentrating better, his slow painful (though neat) writing is much faster and his conversation now seems more purposeful. For more than a week now there have been no inappropriate statements or words used out of context. Both boys are more organised. Although it is early days yet, there is clear evidence that something is changing and changing for the better.

Given the recent public debate about the role of drugs such as Ritalin, it would seem appropriate for that debate to include consideration of the role of the Dore Program. In the short term, it is expensive. This is due largely to the overheads in equipment and staff required and is comparable in cost to say a course of orthodontic treatment. However, if it does result in a substantial improvement in the learning difficulties experienced by our sons, the financial outlay will be well justified.

Further information is available from the Dore website www.dore.com.au or by phoning 1300557711. Alternatively, the author may be contacted at the address and phone number given on page 18 or at padua@westnet.com.au.

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Reynolds D, Nicolson R, Hambly H. Evaluation of an Exercise-based Treatment for Children with Reading Difficulties. *Dyslexia* 9: 48–71; 2003

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PERFECT SQUARES

Perfect squares have two factors and the factors are the same. The sort we are dealing with are called "binomials", i.e. there are two names involved, "a" and "b":

(1) $(a+b)^2 = (a+b)(a+b) = a^2 + 2ab + b^2$

(2) $(a-b)^2 = (a-b)(a-b) = a^2 - 2ab + b^2$

(Note the + in front of b^2)

Corollary: $(a-b)^2 = (a-b)(a-b)$
 $= a^2 - 2ab + b^2$
 $= b^2 - 2ba + a^2$
 $= (b-a)^2$ even though $(a-b)$ does not equal $(b-a)$
 i.e. like $(-1)^2 = (+1)$ though -1 is not $+1$.

DIFFERENCE OF TWO SQUARES

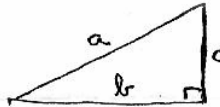
(3) $(a-b)(a+b) = a^2 - b^2$ (Note - in front of b^2) Note how one factor is from (1) and the other from (2), and that this difference of two squares is not generally a perfect square.

Corollary: $a^2 - b^2 = -(b^2 - a^2)$
 $= -(b-a)(b+a)$
 which does not equal $b^2 - a^2$ because $(a-b)$ is not $(b-a)$

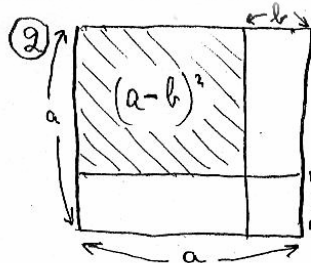
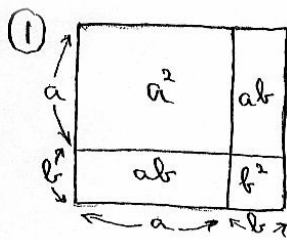
EXCEPTION: WHEN DIFFERENCE OF TWO SQUARES IS A PERFECT SQUARE

There are, however, an exceptional group of situations where (3) is a perfect square, namely in the case of some Pythagorean triangles (see Handouts n. 18) with sides $a=5, b=4, c=3$; or $13, 12, 5$ etc.

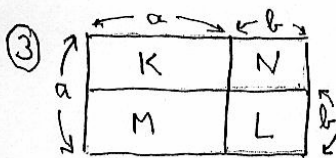
(4) $a^2 - b^2 = c^2$
 i.e. $a^2 = b^2 + c^2$



GEOMETRICAL EXPRESSIONS of (1), (2) and (3)



Biggest square = a^2
 $=$ middle-sized square $(a-b)^2$
 plus two rectangles each ab
 minus their overlap b^2
 $= (a-b)^2 + 2ab - b^2$
 $\therefore (a-b)^2 = a^2 - 2ab + b^2$



K, M, N, L are four unequal rectangles (L is a square)
 $(a+b)(a-b) =$ rectangles $K+N$
 $= K+M - M+N$
 $= (K+M) - (M-N)$
 $= a^2 - b^2$

$\left\{ \begin{array}{l} \text{Now } M = L + N \\ \text{(they both equal } ab) \end{array} \right. \therefore M - N = L = b^2$

Series

By David Obeid

A handy set of formulae and procedures for work with sequences and series in the NSW HSC Mathematics course (or equivalent).

Skills required for this topic include:

1. Rock solid algebra skills
2. Knowledge of all of the formulas for arithmetic and geometric series as well as the compound interest formula
3. The ability to solve simultaneous equations
4. The ability to read with comprehension
5. The ability to solve exponential equations using logarithms
6. The ability to use a calculator competently

In All Series...

a = the first term

T_n = the n^{th} term

S_n = the sum of the first n terms.

Arithmetic Series

$a, a + d, a + 2d, a + 3d, \dots, a + (n-1)d$

d = the common difference

$$T_n = a + (n-1)d$$

$$S_n = \frac{n}{2}[2a + (n-1)d]$$

$$S_n = \frac{n}{2}(a + l), \text{ where } l \text{ is the last (or } n^{\text{th}}) \text{ term.}$$

Geometric Series

$a, ar, ar^2, ar^3, \dots, ar^{n-1}$

r = the common ratio

$$T_n = ar^{n-1}$$

$$S_n = \frac{a(1-r^n)}{1-r}$$

$$S_\infty = \frac{a}{1-r} \quad [\text{Note: Only exists if } |r| < 1.]$$

Series Applications

Compound Interest

$$A = P \left(1 + \frac{r}{100} \right)^n$$

A = Amount an investment will grow to

P = Principal amount that is invested

n = the number of periods

r = rate of interest per period

Superannuation

$\$P$ is invested every period for n periods at a rate of $r\%$ per period.

Investing at the start of each period

$$\begin{aligned} A &= P \left(1 + \frac{r}{100} \right) + P \left(1 + \frac{r}{100} \right)^2 + P \left(1 + \frac{r}{100} \right)^3 + \dots + P \left(1 + \frac{r}{100} \right)^n \\ &= P \left[\left(1 + \frac{r}{100} \right) + \left(1 + \frac{r}{100} \right)^2 + \left(1 + \frac{r}{100} \right)^3 + \dots + \left(1 + \frac{r}{100} \right)^n \right] \\ &= P \left[\frac{\left(1 + \frac{r}{100} \right) \left(1 - \left(1 + \frac{r}{100} \right)^n \right)}{1 - \left(1 + \frac{r}{100} \right)} \right] \end{aligned}$$

Investing at the end of each period

$$\begin{aligned} A &= P + P \left(1 + \frac{r}{100} \right) + P \left(1 + \frac{r}{100} \right)^2 + \dots + P \left(1 + \frac{r}{100} \right)^{n-1} \\ &= P \left[1 + \left(1 + \frac{r}{100} \right) + \left(1 + \frac{r}{100} \right)^2 + \dots + \left(1 + \frac{r}{100} \right)^{n-1} \right] \\ &= P \left[\frac{1 - \left(1 + \frac{r}{100} \right)^n}{1 - \left(1 + \frac{r}{100} \right)} \right] \\ &= P \left[\frac{1 - \left(1 + \frac{r}{100} \right)^n}{1 - \left(1 + \frac{r}{100} \right)} \right] \end{aligned}$$

Loan Repayments

$\$P$ is borrowed, it is to be repaid over n periods at a rate of $r\%$ per period with equal repayments of M .

$$\begin{aligned}
 A_1 &= P\left(1 + \frac{r}{100}\right) - M \\
 A_2 &= A_1\left(1 + \frac{r}{100}\right) - M \\
 &= P\left(1 + \frac{r}{100}\right)^2 - M\left(1 + \frac{r}{100}\right) - M \\
 A_3 &= P\left(1 + \frac{r}{100}\right)^3 - M\left(1 + \frac{r}{100}\right)^2 - M\left(1 + \frac{r}{100}\right) - M \\
 &\vdots \\
 A_n &= P\left(1 + \frac{r}{100}\right)^n - M\left(1 + \frac{r}{100}\right)^{n-1} - M\left(1 + \frac{r}{100}\right)^{n-2} - \dots - M\left(1 + \frac{r}{100}\right) - M \\
 &= P\left(1 + \frac{r}{100}\right)^n - M\left[\left(1 + \frac{r}{100}\right)^{n-1} + \left(1 + \frac{r}{100}\right)^{n-2} + \dots + \left(1 + \frac{r}{100}\right) + 1\right] \\
 &= P\left(1 + \frac{r}{100}\right)^n - M\left[1 + \left(1 + \frac{r}{100}\right) + \left(1 + \frac{r}{100}\right)^2 + \dots + \left(1 + \frac{r}{100}\right)^{n-1}\right] \\
 &= P\left(1 + \frac{r}{100}\right)^n - M\left[\frac{1 - \left(1 + \frac{r}{100}\right)^n}{1 - \left(1 + \frac{r}{100}\right)}\right] \\
 &= P\left(1 + \frac{r}{100}\right)^n - M\left[\frac{1 - \left(1 + \frac{r}{100}\right)^n}{1 - \left(1 + \frac{r}{100}\right)}\right]
 \end{aligned}$$

But $A_n = 0$

So:

$$\begin{aligned}
 P\left(1 + \frac{r}{100}\right)^n - M\left[\frac{1 - \left(1 + \frac{r}{100}\right)^n}{1 - \left(1 + \frac{r}{100}\right)}\right] &= 0 \\
 P\left(1 + \frac{r}{100}\right)^n &= M\left[\frac{1 - \left(1 + \frac{r}{100}\right)^n}{1 - \left(1 + \frac{r}{100}\right)}\right] \\
 M &= P\left(1 + \frac{r}{100}\right)^n \div \left[\frac{1 - \left(1 + \frac{r}{100}\right)^n}{1 - \left(1 + \frac{r}{100}\right)}\right] \\
 M &= P\left(1 + \frac{r}{100}\right)^n \times \frac{1 - \left(1 + \frac{r}{100}\right)}{1 - \left(1 + \frac{r}{100}\right)^n}
 \end{aligned}$$

* * * *

Fitzroy Falls Retreat – April 2007

By Gai Smith

Once again in the latter half of April we packed our cars and trailers and head off on a trip of between 25 minutes and 5 hours to reach Fitzroy Falls.

Children and teenagers renewed friendships and made new ones while the adults talked and relaxed.

However, the most outstanding part and the purpose of the retreat was the spiritual enrichment that helps us all survive the next year.

The talks by Fathers McGavin and Gordon and by David Obeid were particularly inspiring and helpful to parents. Father DeBattista's sermons and advice were likewise inspiring – he is a gifted speaker. He had little spare time, as together with Father Bray, he ensured that ample time was available for confessions.

The young girls looked particularly beautiful in their white dresses and veils in the Rosary procession and many attended the Eucharistic Adoration and benediction on Wednesday night.

Unusually warm weather without any rain made the outdoor activities such as the giant swing, archery, bushwalking, the campfire and the sports afternoon particularly enjoyable. There was no mud and no injuries this year! The sparklers and roasted marshmallows at the bonfire followed by a very competitive trivia competition left all reluctant to go to bed.

Each year at the concert we see (and hear) everyone's talents mature a little more and their skills improve and this year was no exception.

Packing up and saying goodbye was very hard to do on the Friday morning.

None of this would have been possible without the time and effort expended by many people:

- Michael and Helen to do the necessary organising,
- Fathers DeBattista and Bray
- Sister Bede
- Dr Shara
- The seminarians Justin and Stephen
- Fathers McGavin and Gordon
- David Obeid
- Andy and Sue Elvis for running the bookshop, and
- Martin and his team who looked after all of us.

I know that I can say on everyone's behalf a very warm and heartfelt 'thank you'.

Catechetical Articles

Father Tierney's new issues of his single sheet handouts will appear on the website

www.cardinalnewman.com.au/Downloads.htm

The list of handouts is reproduced in the adjacent box for ease of reference.

On request, they will be posted as quality masterprints to those who wish to multiply them for apostolic purposes.

The newsletter "Book News" of the Cardinal Newman Faith Resources Inc. will continue to be mailed out and may sometimes include articles by Father Tierney. It will also appear on their website.

For a complete list of resources see the Cardinal Newman Faith Resources Inc. website at the address given above.

A Catechism Above Catechisms	Handout No. 1
Australian Bush Catechism of Camping	Handout No. 2
Between You And Me	Handout No. 3
Pastoral Councils Help Foster Pastoral Action	Handout No. 4
How To Write A Story	Handout No. 5
The Great 'O' Antiphons for Advent II	Handout No. 6
Authentic Liturgy	Handout No. 7
St. Joseph The Worker	Handout No. 8
How To Write A Strong Letter	Handout No. 9
Bishops & Priests - Teachers of Faith	Handout No. 10
The 3Cs	Handout No. 11
Classroom Catechist	Handout No. 12
Catholic Family Catechism in 50 Q&A	Handout No. 13
Catholic Family Catechism in 50 Q&A Mini-Ed	Handout No. 14
Anointing Of The Sick	Handout No. 15
The Noble Art of Reading Aloud	Handout No. 16
Pythagoras Theorem	Handout No. 18
What Am I Giving Up For Lent?	Handout No. 20
My Way Of Life	Handout No. 21
Bush Boys On The Move	Handout No. 22
Benediction Hymns	Handout No. 24
Bibles and Commentaries	Handout No. 26
God and the Soul	Handout No. 27
The Best People are Home-made	Handout No. 28
Complimentary and Complementary	Handout No. 31
'Sex-ed' Violates Subsidiarity	Handout No. 33
Compendium of the Catechism	Handout No. 35
Dies Irae	Handout No. 37
Paper Called A4	Handout No. 38
Introduction to Vatican II for High School	Handout No. 40
Early Easter 2008	Handout No. 41

Editorial

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Issue 3 of Keeping in Touch for 2007 will be edited by the

TBA

Publication

KEEPING IN TOUCH is published about the end of the fifth week of each term. Contributions are invited from Catholic homeschooling families and from priests, religious and laity supporting them. Children's poems, stories and book reviews are very welcome.

Please send contributions on A4 paper, or (preferably) via e-mail where possible.

Material Deadline

Please note that the preferred deadline for contributions from readers is the **end of the second week of each term**, especially for items which are not submitted by email.

Availability of KIT

KIT is available on the website of the Cardinal Newman Faith Resources Inc. for reading or downloading.

www.cardinalnewman.com.au/Downloads.htm

If you would like to be notified by email when a new issue of KIT is coming online, please advise Mr. Shaun Fanning, who currently maintains the address list, at:

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