

Catholic Candle

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Words to Live by – from Catholic Tradition

Prepare thyself like a man to resist the wicked attacks of the devil; bridle gluttony, and thou shall the easier restrain all carnal inclinations.

My Imitation of Christ by Thomas a Kempis, (c)1982, Confraternity of the Precious Blood, 5300 Fort Hamilton Parkway, Brooklyn, N.Y. 11219, Bk. 1 ch.19.



It is Important to Keep in Mind the Fires of Purgatory

Most people go through life focusing only on the fact that God is merciful, kind, and helpful, and they don't want to think about the punishment they deserve for their sins. Well, they'd better change and think deeply about the very real punishments in Purgatory, for if they understood the real pain of fire, they would think twice and make more of an effort to avoid sin. No one is going to “sneak into” Heaven. God is at the door. And He is all-just.

To many, Our Lord's command, “Deny thyself, take up thy cross and follow Me”, (Matthew 16:24) seems hard; but it would be much harder to hear that final word: “Depart from Me, ye cursed, into everlasting fire.” (Matthew 25:41). This phrase “everlasting fire” refers to the fires to hell. But now let us consider the fires of Purgatory.

Here is a crucial reminder from Fr. Paul O'Sullivan:

The fire of Purgatory is the same terrible fire as the fire of Hell. We may be kept in this awful fire for many years for a deliberate venial sin. God could never punish us too severely. He does not send us to Purgatory because He is angry with

us, but because the malice of a deliberate venial sin is simply awful – mortal sin much more so.¹

Here is the wholesome teaching of *My Catholic Faith*:

St. Augustine believed that the sufferings of the poor souls are greater than the sufferings of all the martyrs. St. Thomas believed the least pain there is greater than the greatest on earth. The greatness and the duration of a soul's sufferings in Purgatory vary according to the gravity of the sins committed. One who has lived a long life of sin, but is saved from hell only by a deathbed repentance, will stay in the purging fires of Purgatory longer, and suffer there more intensely than a child, who has committed only the venial sins of an ordinary child.²

It is important that one understands the real pain of the fires of Purgatory. That understanding will greatly help to avoid all sin. Avoiding all sin is possible even for those who are without (most of) the Sacraments – as faithful and informed Catholics currently are in all of those places in the world where the Sacraments are not available without compromise. God knows what we need and provides it.

There is a way to begin to understand and to feel the pain which is a little like Purgatory's fire. (Obviously, be very careful not to injure yourself.) Light a candle and hold your hand about seven inches above the flame and feel the heat. Then lower your hand little-by-little until you understand much better the real pain of fire which is suffered by those persons in Purgatory. Then reflect that such suffering in Purgatorial fire could last for years.

Think also, that God created the fires on earth to serve and help man. By contrast, God created the fires of Purgatory to inflict much more pain than the fires on earth because He created those fires to punish man.

Now, with your new understanding of what sinners suffer in Purgatory, let us begin by promising God that we will sin no more.

¹ *An Easy Way to Become a Saint*, Fr. Paul O'Sullivan, O.P., Tan Books and Publishers, Inc., Rockford, Ill. 1990, p.101.

Note: Every sin is an infinite evil in three ways and mortal sin is an infinite evil of a fourth way too. Read an explanation of this truth here: <https://catholiccandle.neocities.org/faith/the-infinite-evil-of-sin>

² *My Catholic Faith*, Bishop Louis Morrow, My Mission House, Kenosha, Wis., ©1949, p.158.

We know we must be a saint in order to get to heaven. So let us love God, hate sin, pray devoutly and often, and we will be “ordinary saints” who will spend all eternity in the complete happiness of heaven.



Mary’s School of Sanctity

Lesson #35 About the temperaments – further reasons why we study them

More about why we study the temperaments – what’s the point?

Because we humans were made to *praise, revere, and serve* God³, and because we carry out this precept in the way we deal with our neighbor, it is important to try to understand ourselves and our neighbor well. To better understand our neighbor, we should start with self-knowledge, which includes knowing our own inclinations.

We can and do know that by our fallen human nature we humans have general tendencies, *i.e. concupiscence of the flesh, concupiscence of the eyes, and the pride of life*,⁴ but we must not forget that each of us also has his own natural dispositions and inclinations. Hence, we study the inclinations people naturally have when we study the basic four temperaments. One important aspect of our study of the temperaments, AND a goal we have in our study, is to find our own strengths and weaknesses and to use our strengths to overcome our weaknesses. This is a means to our perfection.

Each of the temperaments has a set of typically found strengths and weaknesses. So, our challenge in our life is to work out our salvation by discovering our strengths and weaknesses, and with God’s help, of course, to use our strengths to overcome our weaknesses. Thus, God intends for us to hew away at the things of our temperaments which are not favorable to a charitable relationship with Him and our neighbor. In this

³ See the series on the *Spiritual Exercises of St. Ignatius of Loyola*, especially these two articles:

- ❖ <https://catholiccandle.org/2022/05/24/lesson-9-the-principle-and-foundation-part-i/>
- ❖ <https://catholiccandle.org/2022/06/27/lesson-11-the-principle-and-foundation-part-ii/>

⁴ “For all that is in the world, is the concupiscence of the flesh, and the concupiscence of the eyes, and the pride of life...” 1 John, 2:16.

way, too, He wills us to use the God-given strengths we have to glorify Him. This is indeed what the saints did.⁵

Therefore, when we study the temperaments, we can come to better appreciation of our neighbor by recognizing his temperament and thereby seeing how we can work more harmoniously with him. Another beneficial aspect of this knowledge is that it helps us to avoid rashly judging our neighbor, and in turn, this fosters our practice of compassionating our neighbor.

With all this in mind, we can easily see that there are many good reasons to learn about the four basic temperaments and the possible combinations of these, and how people with the temperaments interact with each other.

One important additional consideration to make is to reflect upon Our Lord and Our Lady. Both Our Lord and Our Lady had in their genetic make-up a perfect mixture of the four temperaments. How do we know this? They were both immaculately conceived and without any stain of sin for the entire duration of their lives. It is also fitting that they would both be a perfect blend and balance of the four temperaments and would have nothing that would stand out as a genetic weakness. God intended that they both would be models for us to imitate.

Setting forth the overall scheme of looking at each of the temperaments.

- For each temperament, we will set out a listing of its general strengths and weaknesses.
- We will discuss how a person with each temperament, who is of good will, uses the strengths to overcome the weaknesses.
- We will discuss how a person with each temperament, who is of bad will, does not use the strengths to overcome the weaknesses.
- We will discuss aspects of the prayer life/spiritual life of each temperament.
- We will discuss the typical temptations which impact each temperament and how the temptations can be counteracted.

In our next lesson, we will begin our treatment of the *choleric* temperament.

⁵ One well known example of saintly reform is St. Vincent de Paul. He was known for his choleric temper but he mastered himself so well that he was thought to be phlegmatic.



Catholic Candle note: In our corrupt times, men have “forgotten” how to be men, just as women have “forgotten” how to be women. The article below is a beginning of a “reminder” and examination of conscience for men, regarding what God expects of them.

In a way, the article below is a “companion” article to these articles for women:

- ❖ <https://catholiccandle.org/2019/12/02/the-role-and-work-that-god-gave-to-woman/>
- ❖ <https://catholiccandle.org/2020/10/01/the-importance-and-need-for-stay-at-home-moms/>

The Crisis in Society is Caused by Unmanly Men

There is a spiritual and moral crisis we see all around us in civil society and in the human element of the Church. All other problems, such as crime, dysfunctional families, a broken education system, disastrous economy, *etc.*, flow from this.

One way to assess the root cause of all of these problems is that they are caused by men, much more than by women or children. If men did not fail to be true men, these problems would not have occurred in society or in the human element of the Church. Further, if men did not fail to be true men, there would not be the big problems that also exist in women and children.

Men are more responsible because of the leadership role God gave to them as part of His Providential plan, and also because He made them the protectors, defenders, and advisors of the rest of society.

Here is how St. Thomas Aquinas explains this truth:

Men are wiser and more discerning and not so readily deceived as women are. ...
Man is the head and counselor of the woman.⁶

So, men have failed themselves as well as failed the women and children by allowing society and the Church’s human element to become so corrupt.

St. John Chrysostom denounced men who are like this, who are so weak as to not only fail to lead their wives, but to be led by them. Here are his words, speaking to men:

⁶ Quotes from St. Thomas, *Lectures on St. Matthew’s Gospel*, ch.23, #1859.

You are the head of your wife, and she has been created for your sake; but you have inverted the proper order; not only have you failed to keep her on the straight and narrow but you have been dragged down with her, and whereas the rest of the body should follow the head, the contrary has in fact occurred, the head following the rest of the body, turning things upside down.⁷

There is a secular proverb which points out the same greater responsibility of the men for what happens in society (and in the human element of the Church). It shows that men are more blamable than women or children for corrupt times:

Weak men make hard times. Hard times make strong men. Strong men make good times. Good times make weak men.

In other words, men who are soft and self-indulgent cause bad times, *i.e.*, a deterioration in society. Such bad times test and toughen men's character, pushing them to be virtuous and manly (as they *always* should be). Virtuous and manly men cause society to become more peaceful, prosperous, and virtuous. Peaceful and prosperous times cause men to become weaker and more self-indulgent.

Doctor of the Church, St. Hilary of Poitiers, taught the truth that peaceful and easy times tend to weaken a person's virtue. Here is how St. Hilary teaches this truth, focusing on the Virtue of Faith:

When our Faith is attacked, it increases. Therefore, in dangers, our Faith is secure; in security, our Faith is in danger.⁸

Another common proverb points to this same truth, in a general, secular way:

From blue collar, to white collar, to blue collar in three generations.

This means that a man in difficult circumstances, who uses determination, sacrifice, and hard work, causes his sons to have education and opportunities that he (their father) did not have. This results in greater affluence and ease for these sons and for their own families. Such affluence and ease tend to cause a softness and self-indulgence in the children of those families. Thus, their characters are weaker than their grandfather's – undermining what he tried to instill into his descendants.

⁷ Quoted from St. John Chrysostom, *Homilies on Genesis* 17:17, English version, *The Fathers of the Church*, vol. 74, p. 231.

⁸ *Catena Aurea* on St. Matthew's Gospel, St. Thomas Aquinas, editor, quoting St. Hilary of Poitiers, ch.20, §5.

So, we see that men's failures are due to their becoming soft, unmanly, and self-indulgent, as commonly happens when times get easy and everything is peaceful.

Although God created men to lead their families and to lead society, the feminists want men to be led by women. Pope St. Pius X fought the earlier part of the same satanic feminism. Here is one way he warned against a variation of this evil:

Women in war or parliament are outside their proper sphere, and their position there would be the desperation and ruin of society⁹

These words of Pope St. Pius X echo the principle set forth by the prophet Isaias, who measured the extent of the perversity in Israel, by saying:

As for my people, their oppressors have stripped them, and **women have ruled over them.**

Isaias, 3:12.

St. Paul shows that God created men – not women – to be the leaders of society. Here is one way he infallibly declares this truth:

But I would have you know, that the head of every man is Christ; and the head of the woman is the man; and the head of Christ is God.

1 *Corinthians*, 11:3.

St. Paul's analogy here is that, just as the head of a physical human body is its source of direction, so likewise, God made man to direct woman.

Further, a woman is not the head of her own family. She must obey her husband. St. Paul taught: "Let women be subject to their husbands, as to the Lord". *Ephesians*, 5:22.

As perverse as it would be for a woman to be head of her family and to rule over her husband, how much more perverse it would be for a woman to be the ruler of a country and have authority over all of the men of the country!

This authority of man over woman is not only part of the revealed Divine Law and the teaching of the Church, but it is also part of Natural Law. St. Thomas Aquinas shows this when he cites St. Paul (regarding the Divinely Revealed Law on this issue) and then cites the great philosopher Aristotle regarding this same principle in the Natural Law. Here are St. Thomas' words:

⁹ Words of Pope St. Pius X in his 1909 *Address to Delegation of the Union of Italian Catholic Ladies*.

According to the Apostle [1 Tim. 2:11; Titus 2:5], woman is in a state of subjection: wherefore she can have no spiritual jurisdiction, since the Philosopher [*i.e.*, Aristotle] also says (Ethic. viii) that ***it is a corruption of public life when the government comes into the hands of a woman.***¹⁰

We see the “tail” of the devil in feminism.¹¹ Satan and his servants hate God and they hate the Natural Law which He created. They hate His creation and in particular how God created manhood and womanhood.

The devil seeks to destroy womanhood through the evil of feminism and he seeks to corrupt women by twisting them into an unnatural equality¹² with men and into being unwomanly caricatures of men.

Similarly, Satan and his tools are trying to destroy men and their manhood. The devil tries to make men unmanly, soft, emotional, and self-indulgent. He tries to make men into unmanly caricatures of women.

We know that Our Lord is especially the model for all men (just as Our Lady is especially the model for all women). The magnificent St. Gregory Nazianzen, Doctor of the Church, taught us one aspect of Our Lord’s example to men. He said:

There is in Him [*i.e.*, Christ] nothing womanly, nothing unmanly.¹³

¹⁰ *Summa Supp.*, Q.19, a.3, ad4. Note: due to the great respect and admiration that St. Thomas Aquinas and other great Medieval thinkers had for Aristotle, they called him “The Philosopher”.

¹¹ To examine how the Feminist Program is the same as that of Satan and Marx, read this article: <https://catholiccandle.org/2022/08/26/the-feminist-program-is-the-same-as-that-of-satan-and-marx-part-vii/>

¹² The *Merriam-Webster* Dictionary defines “feminism” as a theory of equality:

Feminism: the theory of the political, economic, and social equality of the sexes.

<https://www.merriam-webster.com/dictionary/feminism>

For an examination of the role and great work of a woman’s life as provided by Catholic teaching and by the Natural Law, read this article: <https://catholiccandle.org/2019/12/02/the-role-and-work-that-god-gave-to-woman/>

¹³ St. Gregory Nazianzen, Doctor of the Church, quoted from his sermon *On the Holy Easter II*, published in *Sunday Sermons of the Great Fathers*, translated by M.F. Toal, D.D., Henry Regnery Co., Chicago, © 1957, vol. 2, page 252 (emphasis added).

We see from St. Gregory Nazianzen's wise words that it is a mark of perfection for a man to be a manly man and to be in no way womanly.

Leftists Portray Men as Helpless and as Needing Women to Show Them How Men Should Act and How Men Can Avoid Being Failures.

The lies and perversions promoted by the leftists are everywhere. The leftists twist manhood "upside down", saying that women should teach men how to be men. Leftists say that "men are in crisis".¹⁴ They declare that "men are lost".¹⁵ For example, the leftists promote a rabid feminist (Christine Emba) to give men (as the *Washington Post* says) "a map out of the wilderness".¹⁶

Leftists tell men that male traits are harmful. Here is one way they spew that anti-God poison:

Traditional masculinity – marked by stoicism, competitiveness, dominance, and aggression – is, on the whole, harmful.¹⁷

Leftists tell men that men should stop being like men. Here is one way that they promote that evil idea:

Achievement, eschewal of the appearance of weakness, and adventure, risk, and violence, ... these standards are damaging to mental and physical health.¹⁸

Leftists tell men that men should be like women. Here is one way that they say this, attempting to destroy the manhood which was created by God:

¹⁴ *Men are lost. Here's a map out of the wilderness*, Washington Post, found here: <https://www.washingtonpost.com/opinions/2023/07/10/christine-emba-masculinity-new-model/>

¹⁵ *Men are lost. Here's a map out of the wilderness*, Washington Post, found here: <https://www.washingtonpost.com/opinions/2023/07/10/christine-emba-masculinity-new-model/>

¹⁶ *Men are lost. Here's a map out of the wilderness*, Washington Post, found here: <https://www.washingtonpost.com/opinions/2023/07/10/christine-emba-masculinity-new-model/>

¹⁷ *Men are lost. Here's a map out of the wilderness*, Washington Post, found here: <https://www.washingtonpost.com/opinions/2023/07/10/christine-emba-masculinity-new-model/>

¹⁸ *Men are lost. Here's a map out of the wilderness*, Washington Post, found here: <https://www.washingtonpost.com/opinions/2023/07/10/christine-emba-masculinity-new-model/>

To the extent that any vision of “**nontoxic**” **masculinity** is proposed, it **ends up sounding more like stereotypical femininity** than anything else: Guys should learn to be more sensitive, quiet and socially apt¹⁹

So, turning manhood upside down, the leftists say that a man is strong when he is acting like a woman. Here is one way the leftists state their oxymoronic position:

There’s a lot more of an effort now to broaden the idea of what masculinity really can be, ... and how there can be **strength** in doing some things that ordinarily would be considered **feminine – like talking about your feelings or crying in front of others**.²⁰

Plainly, we see the wickedness of this leftist attack on Nature. This is an attack on all of society. But in particular it is an attack on each man who does not resist and guard himself from becoming a wimpy shadow of a woman, instead of a real man. By this destruction of what God made him to be, he becomes a failed pile of wreckage and an unhappy freak of Nature.

General Traits of Men – in Contrast to Women

We must now look at what True Manhood is, as God and Nature intend it to be. Such manhood is the only way a man can be happy. It is the only way he can make a success of his life (in all of the important ways) and attain the true goal of his life, which is Eternal Salvation.

Let us start by considering traits of manhood. Men have many prominent traits which contrast with the traits of women. For example, they tend to be:

- Larger and stronger in body;²¹
- Greater in physical endurance;

¹⁹ Bold emphasis added. *Men are lost. Here’s a map out of the wilderness*, Washington Post, found here: <https://www.washingtonpost.com/opinions/2023/07/10/christine-emba-masculinity-new-model/>

²⁰ Bold emphasis added. *Men are lost. Here’s a map out of the wilderness*, Washington Post, found here: <https://www.washingtonpost.com/opinions/2023/07/10/christine-emba-masculinity-new-model/>

²¹ For example, a man’s bones are larger and he has more muscle.

- Wiser, stronger in mind, with clearer powers of reasoning;²²
- More focused on ideas and abstract matters;
- Less focused on persons and their individual differences;
- Less focused on details and more focused on the “big picture”;
- More focused on a legacy of accomplishment in the world and less focused on his children being his legacy;
- More focused on causal reasoning and less on intuition;
- Less emotional;
- Firmer of will to adhere to resolutions made;
- More decisive in making decisions and more prone to stubbornness;
- Greater willingness to take risks, as well as more prone to rashness;
- Greater self-mastery;
- More self-reliant;
- Bolder and more courageous;
- Less prone to take social cues and less prone to act in a particular way because other people act that way too;
- Less concerned about his neighbors’ lives and activities;
- Prone to be a leader;
- Less compassionate and considerate of the feelings of others;
- Less vain and less concerned about his own appearance;
- Less prone to be humble;

²² St. Thomas Aquinas teaches: “men are wiser and more discerning and not so readily deceived as women are.” *St. Thomas lectures on St. Matthew*, ch.23, #1859.

- Less prone to be pious;
- Not graceful;
- Does not tend to seek to ornament himself and his surroundings and to focus on beauty;
- Is more competitive;
- More mechanically inclined and is better at designing and operating machinery;
- More apt at mathematics, the physical sciences, philosophy, and theology;
- Less generous and giving;²³
- Less attentive to manners, etiquette, civility, and decency;
- Less home-oriented and more focused outside the home;
- More willing to resort to conflict and more prone to use force and violence;
- Greater proneness to be protective of others (as well as himself); and
- Greater proneness to provide for others (as well as himself).

Our experience shows us that some of these traits are more central to manhood than are other traits. The most important trait of manliness and man's key strength is for him to conquer and to control himself.

In other words, ***the greatest mark of true manhood and the greatest strength of a man is for him to master his own lower nature.*** For this reason, we see that a man who is seething with unruly passions (*i.e.*, not firmly controlled by his reason) is a poor, weak sort of a man. He is a slave, really. This is true regardless of how capable he is of conquering others.

A manly man must not be selfish, nor carried away by his emotions or passions. He must control himself and always live according to his reason. That is why a man can be a manly man and can show the truth of manliness even when he is 106 years old and is

²³ St. Thomas Aquinas teaches: "Women have a disposition to be more giving." Then, as fitting with this principle, St. Thomas quotes St. Paul to show this ready disposition towards giving: "As befits women, professing piety through good works." 1 *Timothy*, 2:10. *St. Thomas lectures on St. Matthew*, ch.23, #1859.

wheelchair-bound. Thus, *e.g.*, St. John the Evangelist showed manly firmness and courage when he fearlessly endured being boiled in a cauldron of oil in his later years.

One way the leftists attempt to corrupt manhood is by referring to the “feminine side of a man”. Further, we see how disgraceful it is for a man to wear pink, wear earrings, or in other ways to blur the differences between the sexes, their roles and actions, and their clothes.

Whereas God made women more emotional, it is a great disgrace for a man to be as emotional as a woman. This is like the great disgrace it is for a woman to lack a woman’s heart of compassion and generosity.

St. Thomas Aquinas – who is not only the greatest Doctor of the Church but also the greatest man of reason – elaborates on the salient point of manhood, *viz.*, that God created man to be wiser than woman:

The reason for this subjection of woman to man is that the husband is the head of the wife, and the sense of sight is localized in the head — “The eyes of a wise man are in his head” (Eccl. 2:14) – and hence a husband ought to govern his wife as her head. “The head of the woman is the man” (1 Cor. 11:3). Then he [*viz.*, St. Paul] brings in his example when he says: as Christ is the Head of the Church. God “has made Him head over all the Church, which is His Body” (Eph. 1:22-23). This is not for His own utility, but for that of the Church since He is the Savior of His Body.²⁴

Just as Christ is the Head of the Church *for the good of the Church*, likewise, God made man to be the head of the woman *for the good of the woman*. St. Paul shows us this parallelism in these words:

But I would have you know, that the head of every man is Christ; and the head of the woman is the man; and the Head of Christ is God.

1 *Corinthians*, 11:3.

As man has a duty to be wise and guide with his wisdom the woman under his care, so God made parents to be wiser than the children they are raising, so they can guide their children with their wisdom.

God gave the man the attributes of manhood in order to serve Him (*viz.*, God) through his manhood and for the good of the woman and children under his care. ***This difference (between men and women) is the wellspring from which chivalry and gentlemanliness arise, since a man is chivalrous and is a gentleman for the good***

²⁴ St. Thomas Aquinas, *Commentary on Ephesians*, Ch. 5, Lecture 8.

of the woman, using his manhood (including his authority over her) to benefit her.

Let men serve God as manly men, teaching their sons to be real men! Let women be womanly and show their daughters the example of how to be real women! In this way, faithful and informed Catholics of both sexes will serve God the way He wants to be served and will be the leaven in society that God created them to be!



Catholic Candle note: The article below is a “companion” article to an earlier *Catholic Candle* article about the leftists’ use of an excessively-emotional and unreasonable counterfeit empathy.

That earlier article contrasts false empathy with true empathy and is entitled *Empathy – a Tool for Good or for Evil*. The article can be found here:

<https://catholiccandle.org/2021/04/02/empathy-a-tool-for-good-or-for-evil/>

The Evils of Social-Emotional Learning

The leftists have concocted an additional tool to ruin the minds of students. It is called **social-emotional learning** (“SEL”). It is currently one of the main programs that the leftists are pushing for the schools, especially the public schools.

SEL combines the leftists’ longstanding aim to dumb-down the education of the population and their aim to make the people more emotional and less able (as well as less ready) to use their reason.

Let us start our look at this evil trend (*viz.*, social-emotional learning), by recalling some truths about reason:

- ❖ Reason is our highest faculty. It is what makes us (our souls) immortal.
- ❖ Reason makes us capable of virtue. Reason makes every human action either good or bad. Every action which is not from reason is not a properly human action but stems from instinct and is on the level of the actions and impulses of beasts.
- ❖ The object and the perfection of the mind is truth. Truth is the mind’s conformity with reality and our reason allows us to know the truth. In other words, through our intellects, we know reality.

- ❖ Reason makes it possible for us to know universal, eternal truth. (In other words, our reason makes us capable of knowing what is always and everywhere true.)
- ❖ Reason makes us capable of knowing the highest Truth – that is, God – Who is Truth Itself. Reason is what makes the blessed capable of “seeing” and enjoying the Beatific Vision – which is an intellectual understanding of God’s Essence, that makes the blessed perfectly happy.
- ❖ Reason causes us to have free will, since our will is the rational appetite. That is, our will is the power of desire regarding all things known by the mind.
- ❖ Reason makes us capable of receiving sanctifying grace and actual grace.
- ❖ Reason makes us able to gain supernatural merit.
- ❖ Reason is a cause of all human achievements in the history of the world and is necessary for any deeds of honor, valor, or glory which were ever undertaken and attained.
- ❖ Reason is an essential foundation of true culture. Reason is the well-spring of all of the arts and sciences.
- ❖ Reason is an essential cause of knowledge and wisdom.
- ❖ Reason underpins happiness, and man cannot be happy except by following his reason.
- ❖ Reason is the basis for all justice, harmony, and peace in society.
- ❖ True education perfects the mind by facilitating the mind’s development in the truth.

Now let’s contrast these truths (above) with the leftist’ program for the schools which is called “social-emotional learning” (“SEL”). As even the name indicates, “social-emotional learning” emphasizes:

- ***social conformity-training*** – so that the student parrots the same leftist (politically correct) conclusions as everyone else in the class, and
- ***emotional conditioning*** – so that the student is habituated to “feel” emotionally, instead of to think logically.

Proponents of “social-emotional learning” openly focus on feelings and downplay reasoning. Here is the (fuzzy) way in which one prominent SEL website stated this:

Emotion is more important than understanding because, in lieu of all of our willful rationality and effortful pursuit of universal truths, we are ‘wired’ for emotion and it drives us forward – up, away, and back again in countless and quiet little cycles of life. In the human brain, the neocortex facilitates ‘reason’ but is often encouraged to do so through feedback loops and dopamine rewards.²⁵

Of course, the SEL jargon – like the phrase “emotional intelligence” – is really an oxymoron. Emotions are *not at all* intelligent except to the extent that they are habituated to conform to the higher principle – *viz.*, reason – through being trained like a dog.

Likewise, the phrase “social-emotional learning” makes no sense because emotions do not learn. Learning occurs in the intellect.

The perfection of the mind is the truth, and truth is attained by reasoning, debating, discussing, by evidence, syllogizing, and careful analysis. These are habits of mind that the leftists abhor and which the leftists blame for creating the injustice and oppression in the world.

Instead, the leftists use storytelling and counter-storytelling to appeal to the passion of fear and to other emotions. They also use subjectively-interpreted “lived experience”. These are the basis for their declaring their victimhood, *e.g.*, on issues such as their promoting deviant, unnatural vice or attacking the strong virtue of purity.

The leftists are unequipped and would never debate whether unnatural impurity is objectively evil. Instead, they would insist on how much those (perverted) people feel “hurt” to be “marginalized” and not “seen” and “respected”. They would demand that people of that ilk be given a “voice” which is “heard” and that they see in the public forum celebrities that are “like themselves”.

These leftist-trained dupes cannot think-through, discuss, and debate ideas with those who disagree with them. They are entirely unequipped to evaluate rational discourse. Such people are conditioned to simply demand the “cancelling” of those who disagree with them.

Thus, society has come to the chaotic condition in which emotionalism dominates debates and discussions throughout the U.S., especially on college campuses. A claim that someone’s words are “triggering” or “offensive” is not just an expression of one’s own subjective feeling of being offended. It is, rather, a public charge that the speaker has done something objectively wrong. It is a demand that the speaker apologize or be punished by some authority for committing a (supposed) offense.

²⁵ <https://www.teachthought.com/pedagogy/social-emotional-learning/> (emphasis added; initial capital added to the quote).

In our society, the “greatest sin” is to saying something which is labeled “offensive”. By contrast, there is little mention of whether a person’s position is objectively false or true. Instead, there is fuzzy reference to “your truth” and “my truth” as if the truth is not one (and as if the truth were not a transcendental concept which is convertible with being).

Truth is a “transcendental” concept – meaning that it is present in all categories of “*what is*” and not only some categories. The *truth is mind’s conformity with reality* and so, however much a person’s mind knows being, (*i.e.*, knows reality) to that extent he possesses the truth. For this reason, we say that “truth is convertible with being” – *viz.*, the more a mind is conformed with objective reality, the more truth the mind has. Truth is objective because reality is objective. There is no “your truth” and “my truth” because there is no “your reality” and “my reality”.

Social-emotional learning does not aim at teaching a student *how* to think. It aims at teaching him *what* to think – that is, politically-correct conclusions.

The ultimate goal of SEL is to erode traditional morals, beliefs, attitudes, and worldviews of students. The goal is to manipulate students into accepting the latest leftist ideology. This is one of the evils of SEL.

When one becomes attuned to listen for such emotion being substituted in the place of reason, then one begins to hear this occurring all around him. It is everywhere in the media, too. For example, in a mainstream radio “news” story on the day this article was begun, this is what one person said:

When I heard that [a particular event] occurred, I was so angry. Then when I realized it could happen again, I was so scared.

As we wrote above, SEL uses social conformity and emotion-based reactions to erode traditional morals, beliefs, attitudes, culture, and practices of students. The goal is to manipulate students into accepting the latest leftist indoctrination.

The promoters of SEL declare this goal themselves. For example, the main promoters of SEL explain that SEL is very helpful as a way to inculcate into the students an “anti-racist” agenda.²⁶ Such an “anti-racist” program attempts to convince blacks that they have been victimized and are owed monetary and/or non-monetary entitlements (freebies) because other persons in history with the same color skin were mistreated (and, in some cases, only allegedly mistreated) by people who are now dead but who had a different skin color.

²⁶ See, e.g., this SEL promotional video: <https://www.youtube.com/watch?v=DPFMfultXSY>

The blacks are told that they don't need to live disciplined, orderly lives because that is "for white people". Here is how the government inculcated this message in a poster²⁷ financed by the Smithsonian's *National Museum for African American History and Culture*:

²⁷ Downloaded on February 2, 2023 from https://www.newsweek.com/smithsonian-race-guidelines-rational-thinking-hard-work-are-white-values-1518333?utm_source=substack&utm_medium=email#slideshow/1610610

ASPECTS & ASSUMPTIONS OF WHITENESS & WHITE CULTURE IN THE UNITED STATES

White dominant culture, or **whiteness**, refers to the ways white people and their traditions, attitudes and ways of life have been normalized over time and are now considered standard practices in the United States. And since white people still hold most of the institutional power in America, we have all internalized some aspects of white culture—including people of color.



Rugged Individualism

- The individual is the primary unit
- Self-reliance
- Independence & autonomy highly valued + rewarded
- Individuals assumed to be in control of their environment, "You get what you deserve"

Family Structure

- The nuclear family: father, mother, 2.3 children is the ideal social unit
- Husband is breadwinner and head of household
- Wife is homemaker and subordinate to the husband
- Children should have own rooms, be independent



Emphasis on Scientific Method

- Objective, rational linear thinking
- Cause and effect relationships
- Quantitative emphasis

History

- Based on Northern European immigrants' experience in the United States
- Heavy focus on the British Empire
- The primacy of Western (Greek, Roman) and Judeo-Christian tradition



Protestant Work Ethic

- Hard work is the key to success
- Work before play
- "If you didn't meet your goals, you didn't work hard enough"

Religion

- Christianity is the norm
- Anything other than Judeo-Christian tradition is foreign
- No tolerance for deviation from single god concept



Status, Power & Authority

- Wealth = worth
- Your job is who you are
- Respect authority
- Heavy value on ownership of goods, space, property

Future Orientation

- Plan for future
- Delayed gratification
- Progress is always best
- "Tomorrow will be better"



Time

- Follow rigid time schedules
- Time viewed as a commodity

Aesthetics

- Based on European culture
- Steak and potatoes; "bland is best"
- Woman's beauty based on blonde, thin – "Barbie"
- Man's attractiveness based on economic status, power, intellect

Holidays

- Based on Christian religions
- Based on white history & male leaders



Justice

- Based on English common law
- Protect property & entitlements
- Intent counts

Competition

- Be #1
- Win at all costs
- Winner/loser dichotomy
- Action Orientation
- Master and control nature
- Must always "do something" about a situation
- Aggressiveness and Extroversion
- Decision-Making
- Majority rules (when Whites have power)



Communication

- "The King's English" rules
- Written tradition
- Avoid conflict, intimacy
- Don't show emotion
- Don't discuss personal life
- Be polite



Thus, SEL's so-called "anti-racist" training seeks to convince blacks that they are victims and that whites are the oppressors. In other words, the SEL program seeks to do what Marx sought to do, *viz.*, to stir up dissatisfaction and promote a feeling of victimhood in one part of society, by promoting (as he put it) a "ruthless criticism of all that exists".²⁸

This "anti-racist" training also seeks to make white people ashamed that they are white, including conditioning them "to try to be less white" as one (so-called) *Diversity, Equity, and Inclusion* program phrased it.²⁹

Such a message foments division and disharmony between groups (blacks and whites). The Marxists' chief strategy is to create such division in order to gain control of society. As Pope Pius XI warned, the "preachers of Communism are proficient in exploiting racial antagonisms, political divisions, and oppositions."³⁰

SEL is also designed and promoted to serve other Marxist goals. For example, SEL is promoted as a "lever for equity". So-called "equity" is one of the leftists' core aims in order to re-make society according to "diversity, equity, and inclusion".³¹

Let us examine a "case study" of SEL showing its results in practice. The Chicago public school system is the nation's leader in implementing "social-emotional learning". Let us see the effect of SEL on the Chicago Public School System (CPS).

²⁸ Here is the longer quote from Marx:

Now philosophy has become mundane, and the most striking proof of this is that philosophical consciousness itself has been drawn into the torment of the struggle, not only externally but also internally. But, if constructing the future and settling everything for all times are not our affair, it is all the more clear what we have to accomplish at present: I am referring to **ruthless criticism of all that exists**, ruthless both in the sense of not being afraid of the results it arrives at and in the sense of being just as little afraid of conflict with the powers that be.

Letter of Marx to Arnold Ruge, Kreuznach, September 1843, found here:
https://www.marxists.org/archive/marx/works/1843/letters/43_09.htm

²⁹ <https://nypost.com/2021/02/23/coca-cola-diversity-training-urged-workers-to-be-less-white/>

³⁰ *Divini Redemptoris – On Atheistic Communism*, by Pope Pius XI, 1937, paragraph 15. Note, as quoted here, we remove the word "also" before the word "proficient", because the other exploitations to which the pope refers are not part of the quote we give here.

³¹ <https://drc.casel.org/sel-as-a-lever-for-equity/>

Chicago's school system has been committed to *social-emotional learning* since 2012 and has become a national leader in SEL.³² Chicago was aided in implementing SEL by the State of Illinois having created a statewide SEL curriculum; Illinois is the first state in the nation to pass standards for social emotional learning.³³

But the Chicago Public Schools are among the worst in the nation. The city's own accountability report card demonstrates that huge majorities of students in the city's worst schools – 75% in elementary and 95% in high school – failed to meet Illinois' very low, *dumbed-down* state standards.³⁴

Moreover, only 30% of Black students meet or exceed reading standards in the third grade, and only 14% of 11th graders do so, according the Illinois State Board of Education's own data.³⁵

Because it is so shameful that the Chicago Public Schools are failing so badly, Chicago's leftist mayor (Brandon Johnson) decided that Chicago would no longer "grade" its school system by how well it teaches the students but would instead begin to "grade" the schools only by the total amount of *money per student* that Chicago spends on its schools. As Johnson declared in a public interview:

"My responsibility is not simply to just grade the system, but to fund the system That's how I'm ultimately going to grade whether or not our public

³² See these brag-pieces, asserting the Chicago Public School System's preeminence in this field:

- <https://www.cps.edu/about/departments/office-of-social-and-emotional-learning/> &
- <https://www.k12dive.com/news/chicago-public-schools-leads-on-sel-with-collaborative-approach-to-implemen/439713/>

³³ <https://www.k12dive.com/news/chicago-public-schools-leads-on-sel-with-collaborative-approach-to-implemen/439713/>

³⁴ <https://www.illinoispolicy.org/reports/trapped-in-chicagos-worst-schools-education-outcomes-in-chicagos-lowest-performing-public-schools/> as cited in this article: <https://www.theepochtimes.com/opinion/chicagos-solution-to-its-failing-school-system-stop-grading-schools-on-performance-5515168>

³⁵ <https://www.chicagotribune.com/opinion/commentary/ct-opinion-ctu-cps-school-choice-pritzker-lightfoot-20220111-jgfcgxirgbdadowerxxsmkvhtm-story.html> as cited in this article: <https://www.theepochtimes.com/opinion/chicagos-solution-to-its-failing-school-system-stop-grading-schools-on-performance-5515168>

school system is working: based upon the investments that we make to the people who rely on it.”³⁶

So, the Chicago Board of Education followed Mayor Johnson’s lead and scrapped its school rating policy, which had been designed to rate schools according to how well students learned.³⁷

According to the Illinois State Board of Education’s own data, not even one student in the 22 schools analyzed in a widely read report can read at grade level.³⁸ In 18 of those schools, there wasn't a single student who demonstrated proficiency in math or reading. Despite this, some of these same schools were given the rating “commendable.”³⁹

Despite the Chicago Public Schools being such obvious failures, it is not because of a lack of funding. CPS spends almost \$30,000 per student! (The exact number is \$29,400 according to NPR.)⁴⁰ That is more than double the national average (\$14,347) of *per student* public school spending.⁴¹

³⁶ Interview found here, <https://www.youtube.com/watch?v=eZow6npThtM> as quoted in this article: <https://www.theepochtimes.com/opinion/chicagos-solution-to-its-failing-school-system-stop-grading-schools-on-performance-5515168>

³⁷ <https://www.theepochtimes.com/opinion/chicagos-solution-to-its-failing-school-system-stop-grading-schools-on-performance-5515168>

³⁸ <https://wirepoints.org/not-a-single-student-can-do-math-at-grade-level-in-53-illinois-schools-for-reading-its-30-schools-wirepoints/> as cited in this article: <https://www.theepochtimes.com/opinion/chicagos-solution-to-its-failing-school-system-stop-grading-schools-on-performance-5515168>

³⁹ <https://wirepoints.org/not-a-single-student-can-do-math-at-grade-level-in-53-illinois-schools-for-reading-its-30-schools-wirepoints/> as cited in this article: <https://www.theepochtimes.com/opinion/chicagos-solution-to-its-failing-school-system-stop-grading-schools-on-performance-5515168>

⁴⁰ <https://www.wbez.org/stories/why-has-the-cps-budget-increased-while-enrollment-has-shrunk/a114360a-447d-4a49-9e64-c2b6de124c4d> as cited in this article: <https://www.theepochtimes.com/opinion/chicagos-solution-to-its-failing-school-system-stop-grading-schools-on-performance-5515168>

⁴¹ <https://www.census.gov/newsroom/press-releases/2023/public-school-spending.html#:~:text=MAY%2018%2C%202023%20%E2%80%94%20Nationally%2C,from%20%2413%2C501%20in%20FY%202020> as cited in this article: <https://www.theepochtimes.com/opinion/chicagos-solution-to-its-failing-school-system-stop-grading-schools-on-performance-5515168>

So, by Mayor Brandon Johnson rating Chicago's public schools according to spending rather than according to performance, (*i.e.*, learning), Chicago's schools with their heavy use of SEL, thereby go from one of the worst school systems in the country to one of the best!

However, no thinking person would rate schools that way if he truly cared about education or about truth. But Johnson and the leftists don't care about real education or about the truth. They care only about leftist indoctrination of the students. That is the whole reason they use SEL, because it is an effective tool for their goal, which is to develop foot soldiers for their leftist revolution.

This is a good reminder about the lies continually told by the leftist politicians and teachers' unions. The problem is not a lack of funding but a failure to pursue the mission of education of the students, with discipline, common sense, and the methods that work well in private schools which only spend a tiny fraction of the excessive spending of the public schools.



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