

# Training for Triumph E-Newsletter Issue 011 June 2006

[trainingfortrumph@mchsi.com](mailto:trainingfortrumph@mchsi.com)  
[www.trainingfortrumphhomeschool.com](http://www.trainingfortrumphhomeschool.com)

## Table of Contents:

### 1. Training for Triumph (TFT) Events and Announcements

\*Letter From Donna

\*Calendar of Events for TFT

\*Special FREE Language Arts Workshop for Homeschoolers! Register by July 15<sup>th</sup>! Tell your friends!

\*Fall Cottage Classes for TFT Updated

\*Read CQLA's First Review--- "Bar none, this is the best language arts program we have ever seen." Christine Field of *The Old Schoolhouse* magazine

\*About Volume III—Available mid-July!

### 2. Spotlight on One of Our Products

*Meaningful Composition* books—third grade through high school

**3. Frequently Asked Question(s) About WBLA/CQLA or Language Arts**

Christine Field’s review of CQLA: “Bar none, this is the best language arts program we have ever seen.”

**4. Method to Our Madness—Why CQLA is the way it is....**

**5. Thoughts from TFT---Releasing Young Adults Slowly**

**5. Book Review Just for You**

*Every Man’s Marriage* by Stephen Arterburn and Fred Stoeker (with Mike Yorkey)

**8. Article from TFT: “Dwell With Your Wife”**

\*Email Kara at [trainingfortriumphhomeschool@mchsi.com](mailto:trainingfortriumphhomeschool@mchsi.com) if you wish to be taken off this mailing list. Thanks!

\*\*\*\*\*

**1. Training for Triumph (TFT) Events and Announcements**

\*Letter From Donna—

Dear Readers,

Happy Father's Day this month to all the super homeschooling dads of the families receiving this newsletter! Speaking of Father's Day, I want to give a disclaimer right off the bat---this is another sappy newsletter. I will honestly be more "professional" next month—and even put more "academic" items in our newsletter, but please bear with me for another month of emotionalism and joyfulness! You see, within a few weeks' time, we graduated our third child from our homeschool (second daughter, Cami); we celebrated Mother's Day; I turned forty-something; our twenty-fifth anniversary arrived much sooner than twenty-five years after we married (it seemed!); we helped our son and daughter-in-law move into their first house (and out of their apartment of two years); and another Father's Day came and went. Talk about emotionalism and joy! I still haven't recovered (as evidenced earlier this month when I was speaking in Ohio about preschoolers and had a breakdown—twice!). So...I can't let this newsletter go by without focusing on some aspects of family life related to those events.

Oh, in addition to all of those joyous events, CQLA received its first review! And, boy, was that a momentous occasion. Christine Field, of *The Old Schoolhouse* (and author of *Help for the Harried Homeschooler*), is the first reviewer we have submitted CQLA to—and she gave it rave reviews. Her review is given below. It will also be in Mrs. Field's new book in February (*Homeschooling 101*) and will appear with an article about Training for Triumph in *The Old Schoolhouse* during the spring.

We are wrapping up our convention season with only one convention remaining (in Louisville, Kentucky) in July. We have so enjoyed getting to meet many of you—and it has been a special joy to me to see Ray doing what he absolutely loves more than anything else than being with his family: helping homeschoolers. The little boys and Kara have been great helps to us—and Joshua, Kayla, and Cami have loved their speaking opportunities in Michigan, Fort Wayne, and Ohio. We are looking forward to next convention season with even more opportunities to share the joys of homeschooling.

Lastly, if you are anywhere near Fort Wayne, Indiana and available on July 22<sup>nd</sup>, we would love to have you join us for our first all day language arts and writing workshop, entitled "The Almost 3 R's." This is being co-hosted by our church's homeschool support group, Loving Education at Home (LEAH), and is a free event. Lunch is being sold/served by our church's disability ministry, co-directed by our daughter, Cami, to raise money for their fall events. More information about this appears later in this newsletter.

Enjoy your summer days, but don't let the days slip by in busy-ness to the point that you don't get the things accomplished that you desired to accomplish—or that children are simply running from activity to activity with no purpose and little family time. Seize the moments!

Love,  
Donna

P.S. If you are new to our newsletter and would like to read past e-newsletters, go to our website where you will find the ten previous e-newsletters to print off and read.

**\*Calendar of Events for TFT**

**Friday, July 14<sup>th</sup> and Saturday, July 15<sup>th</sup>: Louisville, KY Homeschool Conference:** Ray and Donna will be doing their vendor workshops and getting to know the folks in Kentucky!

\*Character Quality Language Arts

\*Top Twenty Products From Twenty Years of Homeschooling

**July 15<sup>th</sup>: Release of Volume III of CQLA**

All four levels of CQLA Volume III (Pre A, A, B, and C) will be available for purchase beginning July 15<sup>th</sup>. We are happy to report that after two years of selling Volume I and Volume II, we were able to hire several editors and typesetters to help us revise and perfect Volume III to what has been described as “the best language arts curriculum ever written for homeschoolers” by a homeschool reviewer! If you liked Volume I or II, you will love Volume III—and if you have considered using CQLA for language arts, now is the time to get the best volume we have written! (Volumes I and II will be updated and revised throughout this next academic year.) Volume III samples will be up at the website as soon as our daughter (Kayla) gets back from El Salvador in mid-July.

**Saturday, July 22<sup>nd</sup>---Free Language Arts Workshop**

**First Assembly of God's LEAH Homeschool Group  
and Training for Triumph  
Offering Free  
"Almost 3 R's" Workshop  
for Homeschooling Parents**

We invite you for a day of learning, encouragement, and fellowship on Saturday, July 22nd, 2006, at the First Assembly of God Worship Center (3301 East Coliseum Blvd., Fort Wayne, Indiana) as Loving Educators At Home (LEAH) and Training for Triumph (TFT) bring you The Almost 3R's Workshop. The entire reading, writing, and language arts workshop will run from 8:30 until 5:00; however, you may attend the parts that meet your needs, according to the schedule provided on page two of this flier.

Donna Reish, author of twenty language arts and composition books and homeschool speaker, will give helpful teaching on the how's and when's of language arts and writing instruction, including beginning reading instruction, thinking and writing, grammar, the grammar and writing connection, the importance (and how to's) of prewriting activities, how to teach composition, preparing your students for timed essays, and more.

Sessions will be forty-five minutes in length with a stretch/bathroom break at the end of each one. You may come for all of the workshop or the parts that pertain to your season of life. Donna will be describing approaches TFT uses in their materials, but you do not need to use their materials to benefit from this workshop. You may go home and begin implementing the information with whatever curriculum you use.

Moms, dads, older students, and nursing babies are all welcome to attend. (Child care will not be available.) Lunch will be provided by One Heart, the Disability Ministry of First Assembly, for \$7.00 per person. When arriving at First Assembly, go to the north side of the church and enter Entrance One. Registration will be at door.

Call (260-597-7415) or email ([trainingfortriumph@mchsi.com](mailto:trainingfortriumph@mchsi.com)) to register for the workshop.

Late registrants and walk-ins will be welcome, but early RSVP's (by July 15th, if possible) are preferred in order to know room size needed, number of handouts needed, etc. Lunch tickets may be ordered when RSVPing for the event and may also be available at the event.

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

## Schedule of Sessions

### **8:30-9:00 Fellowship, Coffee, Late Registration**

### **9:00-10:00 Reading Instruction in the Homeschool**

\*how to create a reading-friendly environment\*signs of reading readiness\*phonics instruction\*choosing a strong phonics program\*sight words\*reaching reading fluency\*reading comprehension\*content area reading\*developing a love for reading and learning\*the writing and reading connection

### **10:00-11:00 Teaching Language Arts in the Homeschool: What, When, and How**

\*when to begin formal language arts instruction\*the importance of reading fluency in language arts instruction\*optimal vocabulary development\*expectations in language arts at various ages\*the importance of emphasizing different aspects of language arts at different levels

### **11:00-12:00 Grammar 101 for Parents: The Essentials of Grammar for Good Writing**

\*parts of a sentence\*parts of a paragraph\*comma usage\*sentence vs. fragments\*run on sentences\*phrases vs clauses\*sentence combining techniques\*non-essential sentence openers\*most common grammar errors

### **12:00-1:00 Lunch and Fellowship**

### **1:00-2:00 Keys to Good Writing Part I: Organization and Comprehension**

\*the importance of comprehension to writing\*the importance of age appropriate source material\*reading and writing levels of students\*pre-writing strategies\*choosing the outlining style for the type of writing\*creative writing vs composition\*"I don't know what to write" solutions\*a paragraph as a unit of thought\*much more!

## **2:00-3:00 Keys to Good Writing Part II: Organization, Pre Writing Strategies, and Grammar Application**

\*writing from various types of outlines\*the Key Word Outline\*the formal outline\*sentence by sentence\*paragraph by paragraph\*split paper outline\*using multiple sources in writing\*teaching writing using a directed writing approach\*the timed essay\*applying grammar to writing\*checklist revising\*much more!

## **3:00-4:00 Answers to Questions Everyone Asks**

\*the SAT essay\*teaching co-op writing classes\*more grammar application to writing\*teaching the reluctant writer\*teaching writing in content areas\*writing difficulties\*writing help for the late bloomer or dyslexic student\*other FAQ's

## **4:00-5:00 Fellowship and Reviewing Materials**

Updated TFT Cottage Class Schedule—

We have had some changes in our fall classes due to our daughters' college class schedules. Please consult the newest schedule at our website when choosing fall classes.

\*\*\*\*\*

## **2. Spotlight on One of Our Products—New Product Now Available Through Training for Triumph: *Meaningful Composition***

We were surprised, over the past two years of distribution of CQLA and past five years of distribution of WBLA, to discover that there were moms out there who did not want all of the “extras” in our programs---copying, dictation, comprehension, vocabulary, character tied throughout the student’s daily language arts study, grammar lessons linked to the student’s essay writing, etc. These moms often had a grammar program they were happy with (usually *Easy Grammar*, which didn’t surprise us since that was one of the programs we modeled the grammar portions of CQLA from) and just wanted composition. They often had already been using a Key Word Outline approach to essay writing but desired a writing curriculum with each step of the writing process laid out for them---from directed paragraph writing in original compositions to passages and outlining lines provided for essays from given materials. Thus, we have excerpted the “writing only” parts of CQLA/WBLA to give you *Meaningful Composition*.

*Meaningful Composition* (MC) is a consumable, user-friendly writing curriculum containing grammar/usage applications and revisions via a checklist called the Checklist Challenge. It uses what Training for Triumph calls a “directed writing approach” in which each paragraph and each sentence of each paragraph is “directed” for the student. It tells the student how much to write, what to put in each paragraph, how to find sources, etc., in a step-by-step format. MC is not a writing idea book but rather is a complete writing curriculum with instructions from pre-writing (outlining, early determinants, finding source material, researching, and more) to rough draft writing to revising to final product writing.

Each level (A, B, and C) contains two levels within it so that more advanced students in each level are expected to write more details and complete more revising items than beginners in each level. Each book also contains helpful appendixes for the teacher and student including Grammar Cards with explanations of all grammar revisions that are expected of the students, editing and revising marks chart, Checklist Challenge helps, and source citation guide. *Meaningful Composition* may be used as a stand-alone one semester writing curriculum or may be combined with a grammar-only program (such as *Easy Grammar* or *Jensen's Grammar*) to be used for an entire school year. MC teaches the Key Word Outline approach with all passages and details given, including how to outline longer sentences and what to do with unusual sentence structures (semicolons, quotations, etc.). It also teaches other outlining techniques, such as formal outlines, split paper outlines, 5 W outlines, and more. Finally, a step-by-step writing program that contains grammar application within it! Print off and study samples of MC A, B, and C at our website!

**Meaningful Composition A** - This 200 page softcover, spiral-bound book begins with the basics of writing: subjects (nouns and pronouns), verbs, describers, what a sentence contains, and what a paragraph contains. The last two-thirds of Level A teaches thesis statements, paragraph writing, Key Word Outline writing, 5-W outlining, personal essays, descriptive essays, informative essays, and multi-paragraph essays. This book also includes detailed teaching on how to write a Key Word outline and how to complete a portion of the Checklist Challenge. Level A has a daily lesson format and a student-friendly tone. Designed for students at a 3rd-5th grade writing level, it is the only book in the MC series that contains actual grammar instruction due to the nature of it---teaching how to write a sentence (and what a sentence contains) and how to write a paragraph (and what a paragraph contains) during the first few weeks.

We have found an unexpected advantage to *Meaningful Composition A*: middle and older students who have had years and years of grammar instruction without writing instruction are using MC A to “remediate” their composition skills. We have had older students complete MC A within a month, and thus, catch their writing skills up to their grammar and spelling skills in short order. (Some upper level high school students have done MC A in a month, MC B in a couple of months, then were ready to write at their level in MC Level C.) This is done easily in MC A because it does not contain “superfluous” grammar/writing items (like direct objects and imagery)---just the bare bones of what a student needs to know to write sentences, paragraphs, and multi-paragraphs and how to revise essays using our Checklist Challenge.

**Meaningful Composition B** - Approximately 160 pages in length, MC B contains detailed how to's for Key Word Outline writing and Checklist Challenge revising. In addition, it has all outlining and writing lessons for a biographical essay, instructional essay, informative essay (with comparison closing), comparing/contrasting essay, friendly letter, and several Key Word Outline essays—with passages and outlining lines provided. The timed essay is introduced at the end of this book. Written in a weekly lesson format, Level B was designed for 6th- 8th level students or older students who have not done much lengthy essay writing.

**Meaningful Composition C** - This 160 page book contains all outlining and writing instructions for biographical, informative, persuasive, and personal essays. It also teaches a book report, an original story, and a business letter, besides a few KWO essays (again with passages and outlining lines provided). The timed essay (for SAT and other timed writing

experiences) is taught and practiced at the beginning and the end of this book as well. Level C is designed for senior high students.

\*\*\*\*\*

### **3. Frequently Asked Questions About WBLA, CQLA, or Language Arts : Our First Review!**

#### **CQLA Review: Christine Field of *The Old Schoolhouse***

“Character Quality Language Arts (CQLA): Stop searching! Donna Reish has created the perfect language arts curriculum. Truly! You can stop searching, planning and trying to pull it all together. Mrs. Reish has accomplished what we previously thought impossible.

Her efforts began over six years ago when she set out to create a program that incorporated the best parts of her favorite programs. She looked at the best parts of Learning Language Arts Through Literature, Play ‘n Talk, Spelling Power, Editor-in-Chief, Jensen’s Grammar, Easy Grammar, Institute for Excellence in Writing, Writing for 100 Days, and Understanding Writing, and sought to create an all-in-one program that could be taught to multiple levels of children. Sound impossible? We thought so, too, until we studied this fabulous program and chatted with its author.

There are four levels of CQLA and it can be used from primary grades through high school. The goal of the lessons is to foster excellent communication skills while focusing on character. A certain character quality is focused on each month with all the instructions, samples, practice sentences and writings taken from the Bible, character resources and biographies.

While we are accustomed to seeing science and history programs offered for large families with multiple ages, CQLA is a revolutionary language arts program designed to meet these needs for this subject area. All of the disciplines of language arts are located in one volume for each year.

First the disclaimers: CQLA does not teach the following:

1. Literature: It gives suggestions for reading that correlate with the character quality/principles, but it doesn't "teach" literature.
2. Reading: It has a lot of built-in comprehension and study skills, but it does not teach a child how to read; a child should be able to read picture books (non-vocabulary controlled) before beginning CQLA.
3. Research papers: The author is in the middle of developing a booklet and tape set for that.

Let’s look at what this looks like:

One year of language arts instruction is contained within each CQLA book. As stated, there are four levels: Pre A (ages 7-9), A (ages 9-11), B (ages 11-14) and C (age 14 and up). Each level has three volumes. Therefore, your child could spend three years in Pre A, three years in A, three years in B and three years in C.

Each CQLA book is broken down into eight monthly units with four weekly lessons each month. Completion of any one volume is one year's work in English or language arts. All the scheduling is done for you. You can complete the assignments on a 4 or 5 day schedule.

Each weekly lesson and each volume is laid out the same, so no matter which level you are instructing, you don't have to relearn the program.

Let's take a look at what is contained in each weekly lesson:

(1) Each lesson starts with passages for copying, dictation, studying, and comprehension. They have been carefully selected from the Bible or character based books. The passage is available in three formats: Basic, extended and further extended, allowing you to further customize the lesson to your child's abilities. Vocabulary words based on the passage are given for your child to study. The student uses this passage to read, write an assignment based on the passage, and take a dictation quiz on the passage at the end of the week.

(2) Each lesson has spelling words from the passage, based on phonics and word families. Students copy and study the words, use them in their writing and record them in a spelling notebook grouped by phonetic sounds.

(3) Each lesson has one or two editor duties to allow the student to review grammar concepts and to practice finding errors. Students also have at least one lesson on grammar and those skills are practiced throughout the week.

(4) Students practice study skills and prewriting. They learn to take notes in a keyword outline or by other methods in preparation for the writing assignment. Each weekly lesson then contains a composition or creative writing task based on the character quality. Extra writing ideas are also provided. At all times, your student will be working on either a rough draft or a final edition of an assignment.

(5) A checklist challenge is provided to check areas that need revision. The items on the checklist include skills taught in the lesson and previous lessons.

(6) Penmanship practice sidebars are included related to the character topic for your child to practice in the work text or his own notebook.

(7) Lots of extra practice assignments and extensions are provided for the student who needs a challenge, or some extra time on a topic.

(8) Teacher helps are located at the end of each monthly unit (after four weekly lessons) that summarize each weekly lesson, so the teacher can see at a glance what is being studied. Answer keys follow each week's assignments.

While this may sound overwhelming on paper, seeing the program in action will ease your fears. The ease of supervising multiple ages with this approach will amaze you. We especially appreciated two things: The focus on character; and The emphasis, even from early ages, on the development of writing skills. You don't need to be intimidated by language arts.

Other products available from the Reish family include some fabulous teaching tapes, a book on teaching speech and debate, and a composition-only curriculum for the parent who has the

other aspects of language arts under control.

If you want to investigate this, you can download samples at the web site that will give you a good flavor for the program. Mrs. Reish also has an audio tape explaining the program, and a video tape showing her going through a week of work with two of her children. Order the Teacher's Guide and the video tape and you will be as convinced as we are that this is the answer to the prayers of many parents. Bar none, this is the best language arts program we have ever seen.

\*\*\*\*\*

#### **4. Method to Our Madness—Why CQLA is the way it is....**

Welcome to our new feature! In an effort to explain to the many people who come to our booth at conventions and email or call us and want to know *Why?* we are adding a new feature to our newsletter---Method to Our Madness. A little different than Frequently Asked Questions, Method to Our Madness will shed a little light on why CQLA is the way it is. We think this will be helpful to our CQLA users, as well as to those who do not use CQLA/WBLA. You see, even if you use other language arts program(s), if you understand some of the why's of CQLA---and they seem logical/helpful to you-- you can perhaps apply these concepts to your language arts studies. So....without further ado, we bring you Method to Our Madness.

#### **Passage Topics and Essay Topics in CQLA/WBLA**

What do all of these things have in common?

- |   |   |
|---|---|
| ~Clara Barton (Angel of the Battlefield)                    | ~How gold is refined                    |
| ~John Quincy Adams (godly founder)                          | ~The Great Awakenings                   |
| ~How the sun shines (and shines on just and unjust)         | ~How a hurricane forms/hits             |
| ~My people who are called by my name humble themselves/pray |   |
| ~Complete yielding of rights                                | ~Jews hiding from Nazis                 |
| ~Natural disasters  | ~Joshua at Jericho                      |
| ~Prayer positions (prostrate, kneeling, etc.)               | ~Grief                                  |
| ~Secularization of public schools                           | ~Mourning and repentance                |
| ~Lincoln's call to prayer                                   | ~America founded on biblical principles |
| ~Obedience of new recruits in the military                  | ~Civil War                              |
| ~World War II   | ~Constitutional convention              |

Do you give up? These topics were all touched upon in some way in our church's Fourth of July service (either through song, skits, dramatic readings, or sermon)—and my children were familiar with the topics through doing CQLA! (Not only were they familiar with them---they can actually discuss them!)

Obviously, the passage topics and essay topics are chosen because they help teach the skills the students are learning that week in grammar and composition--sentence openers, similes/metaphors, SSS5 (Super Short Sentence of 5 Words or Less), dialogue, persuasive writing style, letter writing, etc. But there is a lot more method to our madness than skill building when it comes to choosing passages and essay topics.

First of all, the topics are character-based (thus, the name of our curriculum—Character Quality Language Arts). Each one helps us teach/introduce a certain character quality to the students. Character is learned through passages that are filled with topics of interest to the students---stories, factual information, poetry, and more.

Secondly, the passage topics and essay topics do something that language arts teachers in schools everywhere would simply drool over (and something I was taught to try to do when I was in teacher's college): bring the content areas into the language arts areas. We future teachers twenty-five years ago were taught that if you could bring social studies, science, health, government, and other subjects into the language arts process (especially the writing process) the following would happen: (1) the students would retain the information more as they researched and wrote about it as opposed to just reading about it in a text book; (2) the students would see the purpose of learning language arts—the writing of various types of materials; (3) the students would enjoy language arts more as they would study interesting topics (and eventually even some of their “favorites”) as opposed to reading and writing just “anything” for the sake of learning the language arts skills. After all, my professors reasoned, isn't the purpose of language arts to be able to write anything? And if that is true, shouldn't students practice that in school as opposed to waiting until college and then being assigned papers in their areas of study? Or even if a student is not going to college, doesn't it make sense that he or she has researched and written about a wide variety of topics in many subject areas?

I remember when I was in sixth grade and we wrote our first “science paper.” We had to get sources, take notes, and write a report about a scientific topic. I was always a good English and reading student, but this assignment was difficult for me. I vividly remember needing to get extra help from the teacher simply because I did not know how to write about areas outside of what we had written in language arts (which had been mainly creative writing, letter writing, poetry, etc.—usually not from source material).. First of all, I did not care for science. Second of all, I did not know how to choose source material at my writing level (which is even higher than “reading level” as one has to read, comprehend, and take notes—and then rewrite those notes in his own words—very multi-leveled, multi-skilled tasks). And then, of course, there was the whole narrowing process (too much material!) and paragraph breaks, and much more!

CQLA students write essays on all topics---and then apply those topics to other areas (especially spiritual and character areas). For example, they write about palm trees and

hardwood trees, then they make application character-wise—how are palm trees “resilient” and “flexible” but hardwood trees “inflexible.” They write about predators and preys, then tell how this is like Satan and Christians—and what Christians should do to be ready for this predator. They write about tears—and apply their information to mourning and repentance. And much, much more. Half the time the source material is provided for them at their writing level—and even broken down for them paragraph-by-paragraph—one of the first ways CQLA teaches a paragraph as a unit of thought.

Of course, an added benefit of writing in the content areas and applying them to spiritual areas is that of higher levels of thinking skills. Factual, informative essays have cause/effect, analogous, compare/contrast, persuasive, and more aspects in their summaries/closings---writings that students are seldom asked to do. Writing in this way forces a student to think more abstractly all the time. I see this in my own children who constantly say how something is *like* something else or *different* than something else, how one thing is caused by another (or at least related to another), and much more.

Finally, writing in the content areas increases children’s comprehension. A person understands material better when he reads it, studies it, takes notes from it, and rewrites it (or even “teaches” it to someone else). But additionally, when students encounter material over and over---and in a wide variety of forms---their background of experience with that information is built. Then, when they encounter those themes in other contexts (a song, a sermon, a skit, etc—such as at church!), they have this background of knowledge to bring to this experience. I like to think in terms of learning hooks.

It works like this. A student in fourth grade, for example, reads about Clara Barton in his history reader. He brings the subject of Clara Barton up at the dinner table that evening and his big brother or big sister begins a lengthy discourse about the beginnings of the American Red Cross vs. the beginnings of the International Red Cross---and Clara Barton’s part in those beginnings---as well as some info on Henry Dunant, the original International Red Cross founder. (Okay, I know every family doesn’t have a Joshua or Kayla around their dinner table, but maybe Mom or Dad can remember a little something about Clara Barton from their school days to add to the discussion!) This fourth grader doesn’t remember all the details about the beginnings of the Red Cross, but he does remember a particular story sister told about Clara Barton---and he adds that to his “hooks.” Then, Mom reads aloud from a historical fiction book in which Clara Barton is referenced. Our student puts a time and maybe a location in his little learning bank—and adds more Clara Barton hooks. The next day is library day so this sweet little guy (who happens to be named Josiah Wesley Reish, has blonde hair, and is as precious as he can be) chooses a NEST video about Clara Barton for him and little brother to watch. This video is truly at his listening level of comprehension—and his Clara Barton hooks increase exponentially. Other things he heard earlier about Clara Barton but didn’t quite understand begin to make sense to him. He keeps this information in his learning bank for future reference—all of his hooks in a row, ready to be used as needed. Weeks go by with no mention of Clara Barton, but then he opens his passage for the week in CQLA Level A and finds that it is about Clara Barton being the Angel of the Battlefield. He has his previous learning hooks in place—and adds to them when he copies his passage for the week. His Editor Duty paragraphs (paragraphs that he finds errors in and corrects) contain another Clara Barton story—and he adds more hooks. Then he takes notes on the passage so that he can write an essay about it and through the reading and writing at his level, he has even more

Clara Barton information. When he sits down with his notes to write his essay, he embellishes it a little with information about Clara Barton that he already knew---maybe adds an opening sentence that tells that Clara Barton founded the American Red Cross—something that wasn't even in his passage. When he finishes his essay, he has learned even more about Clara Barton---and because he has read the information and rewritten it—he has more comprehension and retention than ever. Several more weeks go by and he sees a skit at church in which a letter from Clara Barton is read. Before the reader even says it, he leans over to Mom and says, “Remember, the Angel of the Battlefield.”

So there you have it---a method to our madness. The topics of the passages, grammar sentences, Editor Duty paragraphs, and essays are academically interesting and spiritually challenging! They provide interesting writing material at the students' levels, and they help students build their background of experience in so many areas.

## 5. Book Review Just for You

*Every Man's Marriage* by Stephen Arterburn and Fred Stoeker (with Mike Yorkey)

A few months ago, Ray came home from church on a Wednesday evening with a new book. At first he didn't say anything about it, but when I saw it on our headboard, I questioned him about it, knowing that this was the week the new Adult Bible Fellowship classes began at midweek service. He announced to us that, that was his marriage book—and that he was going to marriage class. Our thirteen year old son gave Ray the greatest compliment I have ever heard---and the most clever one, too---“Dad, you're going to marriage class? That's like...well, it's like...um, it's ...that's like Bill Gates going to computer class!” And after twenty-five years of marriage, I would have to agree.

We switched our nighttime reading from my new-favorite *Homecourt Advantage* (see review in former 2006 newsletter) to his marriage class book, *Every Man's Marriage*. I admit that at first I was overwhelmed by the statistics and facts in this book. We live a nice, little, conservative, protected, homeschool life, and frankly, we don't know “what's it like out there.” That's not to say that homeschool families do not have the problems described in this book, but they are not nearly as prevalent, and when they do occur, unfortunately, we often try to hide them, rather than get the help we need.

Once I got past the initial shock of the state of marriage in Christian homes, I was surprisingly pleased by yet another “mainstream Christian” book (that is, not a conservative homeschool book). Even more than that, I was refreshed at the biblical approach to marriage recommended in this book. It was good, for once, to not hear how husbands should lead and rule and wives should submit and obey. Not that those things aren't true—they are. But marriage and family teaching in homeschool circles has taken these teachings to an extreme, in our opinion, while not focusing

on the mutual submission and respect we are to have—and the fact that more than those “rule and obey” commands, we find commands for husbands to be like Christ—and lay down their lives for their wives. We find more teaching about yielding the wife’s *and* the husband’s rights in marriage than we do the other. (As Ray always says, “Just check out the ‘one-another’s’ in the Bible, and you’ll see it!”) *Every Man’s Marriage* does not disregard those lead and submit teachings; it simply focuses more on the husband’s responsibilities to love and serve than it does to rule and reign—and on what we have found to be true in our marriage—that when you are loving and serving each other, the “rule” and “submit” parts of marriage kind of take care of themselves.

Wowsie! Page after page explaining how this is to be done in the Christian marriage. How giving up Saturday sports to serve the family, how thinking about how the other feels, how understanding the wife’s needs, etc. etc. are the callings of a Christian husband. Some chapter titles include facing the top ten love chillers, a woman’s desire—oneness, leading as a bondservant, your time is not your own, making room for her weaknesses and thoughts, enjoy serving with passion, minding your kids’ spiritual growth, and getting rid of sin. Truly the best “male” marriage book I have ever read! (Okay, that my husband has ever read!)

\*\*\*\*\*

## 8. Article from TFT

“Dwell With Your Wife According to Knowledge, Win Chocolate, and Be Happy”

My wife and I recently attended a couples’ wedding shower given for our son and then future daughter-in-law. (She has since become our daughter-in-law.) When we first arrived, Donna began a discussion with some of the wives about how we used to play—and always win—the newlywed game when we got together with other couples years and years ago—and how fun it would be to play that game at a shower. We weren’t thirty minutes into the shower before we realized that, that was exactly what the hosts had planned for this occasion. (Then we both became worried that maybe we had lost our “newlywed game touch” since it had been over fifteen years since we had played!)

Anyway, to make a long (and fun) story short, we won. Not only did we win, but we seldom missed a question, which gave Donna many opportunities to scream, squeal, fall on me with hugs and kisses, and generally act crazy--just like the winning couples on the ‘seventies’ Bob Eubanks edition on television did. (Donna has a tendency to be overly dramatic at times.) Well, Donna won a chocolate prize, Joshua and Lisa received many generous shower gifts, and I

had the satisfaction of pleasing my wife (and of not getting hit over the head with her “answer card” for missing too many!). All of the Reishes (and Reishes-to-be) went home happy. And I have my mentor, Terry Everroad, from over twenty years ago to thank for that.

Terry and Esa (Terry’s wife) were “traveling family evangelists.” They traveled. They were a family. They evangelized. They also taught us the basics of Christian marriage. They came into our lives over twenty years ago when Donna and I were still fighting over whose turn it was to change a messy diaper. And they taught us what the Bible had to say about marriage, parenting---and changing messy diapers.

First of all, they taught us through their example. They had a dynamic marriage. Their love, admiration, respect, and intimacy were obvious and admirable. You could see it in their eyes---the Jesus who saved them from a life of sin also saved them from a life of self—which we often do not realize are much the same—resulting in a marriage in which each one yielded to the other and Christ reigned.

They came to our area each year to minister and often stayed in our home for a few days. We relished these times. They allowed us to ask them anything (and we did). We also allowed them to *tell* us anything (and they did). It was difficult at first. We didn’t want them to tell us what we were doing wrong in our marriage and parenting. But, boy, are we glad they did. Those early lessons have stayed with us---and have laid a foundation for what we teach when we get the chance to minister to homeschoolers at conventions, seminars, and support group meetings.

One of the first things I remember learning from Terry is concerning the verse in 1 Peter 3:7, “Likewise, ye husbands, dwell with them according to knowledge, giving honour unto the wife, as unto the weaker vessel, and as being heirs together of the grace of life; that your prayers be not hindered.” *Dwell with your wife according to knowledge.* He basically told me that it is a scriptural admonition to know your wife—I mean really know her. Know her heart. Know her weaknesses. Know her strengths. Know her loves. Know her fears. Know all the answers to the newlywed game! This, of course, takes time---and selflessness...the next two things Terry taught me.

Recently while waiting in an office, I heard the old Jim Croce song “Time in a Bottle.” Now there’s an idea for our hurried lives! Unfortunately, we can’t “save time” to use later—and one of the places a new husband should “spend” his time is with his wife. Where in the Bible does it say a new husband should spend time with his wife (besides “dwelling with your wife according to knowledge—which definitely takes time)? Deuteronomy 24:5 speaks to this idea of spending time with your wife---time dwelling with her according to knowledge, time washing her with the water of the word, time delighting in her, time preferring her, and time loving her. It goes like this: “When a man hath taken a new wife, he shall not go out to war, neither shall he be charged with any business: but he shall be free at home one year, and shall cheer up his wife which he hath taken.” During this era in Israel, war was an important aspect of life, and yet, it was actually decreed that a newly-married husband stay home from war for an entire year to spend time with his wife. Not to build a house. Not to develop a business. Not to learn “tent-maintenance” skills. To spend time with his wife. And to cheer her up! In other words, to spend time with her, making her happy.

Being the kind of husband described in the Bible takes time....lots of it. Could it be that our current day “not going to war” for a year means not working a second job, not golfing, not being at the church five evenings a week, not taking that hunting trip, not watching television, etc. during the first year of marriage? Maybe encouraging our sons with this verse (and helping them see practical applications in their lives) will result in stronger marriages for the next generation. In the meantime, it tells us...um...more mature husbands that “husbanding” takes time—and needs to be a priority. (By the way, we didn’t get a television during our first year of marriage (actually it was seven years before we got a television to watch videos on.), and we credit much of the depth of our relationship to not watching television during those early years, but instead spending time with each other.)

I learned from Ephesians 5:26 that husbands are to “cleanse their wives by the washing with water through the word”---as Christ does the Church. I learned that it was my duty to be sure that Donna was surrounded---no, immersed in---God’s Word. Terry encouraged me to keep the television (the biggest time robber ever—stealing fourteen years from the average viewer over a lifetime) away and fill our home with the Bible and its teachings. (We do allow video watching—a “replacement” for regular television viewing—but it is much more controllable and less intrusive in our family’s life.) He helped me see the importance of creating a daily schedule in our home (both when I am here and when I am away at work) in which the Bible and Bible teachings are read, sung, played, prayed, listened to, shared, talked about, and more constantly. Doing what Donna calls Bible “interval training” with our children ---making the Bible and its teachings part of our daily life scattered throughout the day via various mediums--- is one way I have tried (with Donna’s help) to fulfill this verse in our home. Reading books and the Bible with Donna at night (and listening to tapes while we travel or work together at home) through the years has drawn us closer as we have read aloud, discussed, and applied the teachings to our lives together—and has also made Donna feel secure in knowing that I desire to “wash her with the water of the Word” like Christ did the Church.

Terry showed me through word and action how to “honor my wife as the weaker vessel,” according to I Peter 3:7--“ Likewise, ye husbands, dwell with them according to knowledge, giving honour unto the wife, as unto the weaker vessel.” During this time, Terry and Esa traveled all over the United States, singing, teaching marriage and family workshops, and preaching while trying to homeschool four children. Terry knew better than most men the heaviness that wives can experience when so many demands are placed upon them. He was a model at intervening and relieving Esa’s pressures, keeping track of where she was emotionally and physically, and not allowing her to take on more than she could bear. Donna is like Esa in many ways—very purposeful, driven, motivated, and desirous of serving families. I have to keep close tabs on Donna’s heart, emotions, mind, and body “as the weaker vessel”—not to rule over her but to better serve her as she serves others.

“Delighting in the wife of your youth,” as described in Proverbs 5:18 was obvious in Terry’s life. Sometimes it would take a long time for him and Esa to come to dinner---they were on the porch swing or taking a walk down our country road---delighting in each other. You could see the sparkle in their eyes—their delight with and love for each other was vibrant. It is too easy in ministry (especially when combined with a full time job, homeschooling children, and mentoring young adults!) to become so goal-oriented and serving-saturated that you forget to enjoy one another. Our oldest son (the happy gifts-recipient from the beginning of this article) recently developed a new workshop entitled “What My Parents Taught Me About Marriage.” In it, he

explains that some of his fondest memories of his parents' marriage when he was a child were the times that we kissed as soon as an elevator door closed. (He and Lisa have since developed a similar tradition of kissing at stop lights---much to our little boys' dismay when they go places with them! I guess kids expect to see their parents kissing, but not their big brother! ☺ ) Today our little kids squeal and giggle with delight when we dance in the driveway. Our teenage daughters love to fix frozen pizza, set up the tv/vcr with a romantic movie, and get our Scrabble game ready for us to have an at-home date night in our room. Delighting in each other not only benefits your marriage---it benefits your children's outlook on marriage and security in your family as well.

Of course, Terry and Esa taught about the husband/wife roles in marriage, including wives submitting to their husbands as explained in Ephesians 5:21; however, their emphasis was not only on the wife's submission in the marriage. This was obvious in how they *both* lived out Romans 12:10—"Be kindly affectioned one to another with brotherly love; in honour preferring one another" and Ephesians 5:21—"Submitting yourselves one to another in the fear of God." These verses make it clear that in addition to the command in verse twenty-two for wives to submit to their husbands---all Christians should submit to each other and prefer other people over themselves. Could it be that we as husbands are to submit our wills, our preferences, and our rights to our wives too? Might the admonition for everyone to submit to each other coming first highlight the fact that we all should treat each other that way---and then that wives, in particular (and later in that book, children, too) should behave this way towards their husbands since that is a difficult area for many wives—and since God gave the husband specific responsibility to lead his family? Is it possible that if we husbands took the lead in submitting our rights to our wives and to God that our wives would have a much easier time submitting to our leadership?

Lest you think I'm taking this to an extreme, consider the other extreme so prevalent in conservative circles—that of focusing more on wifely submission than on husbands laying down their lives for the wives like Christ did for the church. Not long ago, my children overheard some teenage boys (around age sixteen or seventeen) from conservative, Christian homeschool families describing how they can't wait to get married and be able to boss their wives around—having their wives bring things to them and do things for them whenever they want them to. (How does that line up with husbands laying down their lives for their wives???) Is this what our teenage sons are learning from our "biblical" models of marriage?

The point to this discourse is that we Christian husbands have gotten this teaching out of balance—and the way to counteract this unbalance is to yield, yield, yield—lay down our lives for our wives—love them, serve them, prefer them. Show our children a truly biblical model of husbandry—rather than this "reign and rule" approach that we have been throwing at them in an attempt to be sure our girls grow up knowing how to "submit." (Trust me, teenage daughters melt into their father's arms and heart---and will do anything a father asks --when they know their father is only thinking of them—and not himself.) Yes, biblically, a wife should submit to her husband regardless of his obedience to Scripture, but how much easier and more joyfully a wife is able to submit to a man who prefers her over himself.

Lastly, and definitely connected to the "prefer and submit" discussion above, is what sealed the newlywed game for me and Donna at the shower. The final question of the evening was a no-

brainer for both of us as the host read, “What is your wife’s favorite Bible verse?” Donna quickly scribbled one of her favorites—and I knew immediately what I should answer: “Husbands, love your wives, even as Christ also loved the church, and gave himself for it.” What wife doesn’t desire to be loved as Christ loved the church? What woman wouldn’t want to be cherished so much that someone would actually lay down his life for her, should it be necessary?

The question isn’t so much whether a wife would like being loved in this way---the question is, “How is this done?” How does one love his wife as Christ loved the church? I learned from Terry years ago that it involves doing the things described in this article---and dying to myself daily—no, hourly. It involves following all of the “one anothers” of Scripture, loving as described in I Corinthians 13, and generally “taking no thought for yourself.” Guess what? Wives respond to this type of love. Children respond to this type of love. My wife and children are secure and joyful when I am loving as Christ loved the church—when I am yielding my rights, thinking of what others want/need, and preferring them over myself. So...I answered the question, everyone snickered (as it wasn’t quite as “spiritual” as most others’ favorite verses!), and Donna fell all over me with kisses....I kind of like this loving my wife as Christ loves the church thing!

Copyright 2004, Training for Triumph

This document was created with Win2PDF available at <http://www.win2pdf.com>.  
The unregistered version of Win2PDF is for evaluation or non-commercial use only.  
This page will not be added after purchasing Win2PDF.