

# HEART MATTERS

NON SCHOLÆ SED VITÆ

*Libraries of Hope Newsletter*

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## MONTHLY TOPICS

--From a mom in the group:

We were reading a book about Hanukkah today, and this story and quote at the end really struck me and I wanted to share it. I will quote the story from the book. (The book is called *A World of Holidays - Hanukkah.*)

“Rabbi Hugo Gryn, a leader of the Jewish community in Great Britain, wrote about his memories of the concentration camp during the war when he was a 14-year-old boy.

“It was the cold winter of 1944 and although we had nothing like calendars, my father, who was a fellow-prisoner there, took me and some of my friends to a corner of the barrack. He announced that it was the eve of Hanukkah, produced a curious-shaped bowl, and began to light a wick immersed in his precious, now melted, margarine ration. Before he could recite the blessing, I protested at the waste of food. He looked at me-- then at the lamp--and finally said: ‘You and I have seen that it is possible to live up to three weeks without food. We once lived almost three days without water, but *you cannot live properly for three minutes without hope.*’”

“...YOU CANNOT LIVE PROPERLY... WITHOUT HOPE”



“The wise man becomes full of good, even if he gathers it little by little.”

-- Buddha

Art Credit: The Daisy Chain by Maude Goodmann

(Monthly Topics cont.) --I reposted a short, sweet film in the Enrichment section of Bugs/Insects called *The Butterfly Circus*. It's not there so much because it specifically teaches about butterflies, but rather the lessons butterflies can teach us. It is definitely worth watching if you haven't yet seen it.

--Our study of Middle Eastern countries will expand with Arabian nations next month. One mother always seeks to find someone who is living in or has lived in a particular country to get their first-hand experiences. They have offered recipes of favorite foods and cultural traditions. Here is the response to one of her questions:

Q: What do you think Americans could learn from Arabs?

A: How strong families are. There, you always know your WHOLE family, all the way to three cousins, etc.

Also, once you meet someone you will always be friends. If you happen to be in their city again, they will take the day off and spend time with you. While in America we are more inconvenienced.

We also talked a little about the Architecture and just how old everything is there. There was a house that was carved into a rock and the family will just add onto it as the generations continue living there. The stairs and rooms are all carved into the rock!

I told her I was listening to a radio station in Herat and I zoomed in and all I could see is sand and the same-colored buildings. So, I googled the city and found out it is the third largest city and I could see the pictures of some of the architecture and how amazing it was. (<https://en.wikipedia.org/wiki/Herat>)

## ANNOUNCEMENTS



### Mother's Learning Library Supplement One

Well-Educated Mother's Heart Learning Library

LIBRARIES  
OF HOPE



### Mother's Learning Library Supplement Two

Well-Educated Mother's Heart Learning Library

LIBRARIES  
OF HOPE

--We have added two titles to the library that will be sold together. I'm always on the lookout for good books, and in the last couple years, added some selections to the Mother's Learning Library.

For those of you who have an earlier set (before around September 2019), you would be missing these parts, so we have created a Supplement if you'd like to add them to your MLL. Or you can read them online, as always.

Here are the new selections. You can check your books to see if you have them or not.

Volume 1:

- Mother's Influence: When Queens Ride By, Overview of MOI, Excerpts from Delphian Handbook
- Music: What Music Can Do For You by Henriette Seymour
- Poetry: Prose and Poetry for Children, Art of Writing and Speaking English Language, Poets' Corner (a look at the home life of several famous poets).

Volume 2:

- Imagination: The Imagination and Dramatic Instinct
- History: We added a world chronology chart.
- Language Arts (formerly Writing): Stories that Words Tell Us (a fascinating look at the history of the words we use).

The books sell together for \$15.00 and are available in the [store](#).

(Announcements cont.) --I have added a disclaimer to the Facebook WEH Group. If you post something in the group, it may be used in these newsletters. In an effort to protect your privacy, I won't add names to the comments. But if there is something you do not want shared outside of the Facebook group, please say it within your comment and it will not be used.

--You will notice a new addition to the newsletter: WEH GROUP RECOMMENDATIONS. I love that group members are sharing books they love and resources they have found that fit into the purposes of this group. This little section will give you a quick reference.



“Let our object be our country...and, by the blessing of God, may that country itself become a vast and splendid monument, not of oppression and terror, but of wisdom, of peace and of liberty...”

--Daniel Webster

Art credit: Unveiling the Statue of Liberty by Edward Moran

## WEH GROUP RECOMMENDATIONS

### FREEDOM:

*Children of the Storm* by Natasha Vins. The autobiography of a young Russian girl. “In a homeland that demands that she embrace communistic ideals and deny the existence of God, will she follow Christ into a life of poverty and hardship, or will she renounce her parents’ Christ for the opportunities which higher education has to offer?”

*The Founders Recipe* by Dr. Joe Wolverton and Addison Cluff. Selections from the 37 authors most often quoted by the Founding Fathers. Today, the names of only a few of these men are recognizable, but to the Founding Generation, they were the men who taught them the principles of liberty they held so dear and upon which they build the several states and the union.

*My Dearest Friend: Letters of Abigail and John Adams* edited by Margaret A. Hogan and C. James Taylor

*American Rebels: How the Hancocks, Adams and Quincy Families Fanned the Flames of Revolution* by Nina Sankovitch

### BLACK HISTORY MONTH:

*Henry’s Freedom Box* by Kadir Nielsen. A true story of the Underground Railroad

*The Undeclared* by Kwame Alexander. A Caldecott Medal Book. It highlights the unspeakable trauma of slavery, the faith and fire of the civil rights movement, and the grit, passion, and perseverance of some of the world’s greatest heroes.

*The Story of Jonas* by Maurine Dahlberg. In this unforgettable novel, Maurine F. Dahlberg tells the story of a slave coming to understand his own worth.

### ART:

*Global Art* by MaryAnn F. Kohl, Jean Potter. Activities, projects and inventions from around the world.

### INSECTS:

*A Butterfly is Patient* by Dianna Aston

## MARLENE'S MUSINGS

--I've brought this up before, but I think it bears bringing up again. There was quite a discussion about it in the Reshelving Alexandria group--and that is the use of the word 'Negro.'

The word is very offensive to many people today, but it was the word that was used in the older books that I share with you. And it is therefore frequently used in My America Story Book. Please know that it is in no way meant in the derogatory sense. For quite some time, it was used within the Black community as the preferred term.

You might be interested in learning more of the use of the word in this [Wikipedia article](#). And use it as a teaching moment with your children. Words do change with time and culture. I don't want to make the word so familiar that they might mistakenly think that it is the appropriate word to use when referring to people of color in today's world.

I have changed it on occasion. But that has inherent problems, also. I know I can't please everyone. But please know I am not trying to be deliberately insensitive.

--My daughter brought up a good point.

This month's Sunshine Series is a Gene Stratton-Porter book, *Laddie*, which was selected because of the many WEH principles it teaches. If you read the Gene Stratton-Porter biography I am sharing this month, you will capture the spirit of this wonderful writer. But these older books often need to be read together because there are things that need to be talked about, or you may decide to skip some parts all together.

This is what she said about *Laddie*:

"I hate disclaimers because people should be smart enough to work things out, but people are, well, people. As I was reading *Laddie* again last night, I thought you might need a warning. Brenda and I started listening to it many years ago on a road trip, but neither of us finished it, so I thought I'd try again.

The part I read last night talked about a guy who had to be hung twice because when they cut him down the first time thinking he was dead, he started breathing again. So a couple of kids in the story think it might be kind of interesting to die twice...to see what it is like the first time and tell others about it, then die for real later. So they decide to try it out and hang themselves. If done as a read aloud, definitely some discussion could happen about why that was a terrible idea, but what if some kid out there reading this on their own thinks it is a good idea to try it out? I don't think the book did a good enough job of emphasizing the danger, but I don't think she was writing for kids.

"Also in case you aren't aware, you may have a battle about *Girl of the Limberlost*. I don't remember if it was your group or another group, but I was shocked how many despised the book because of the mother/daughter relationship. It's one of my favorite books and I like how she is able to succeed despite the troubles in her life."

The books I give you are not sanitized. I trust you to do your homework. As to the Sunshine series, I purposefully arranged it so that the first books you received were really good for younger listeners. But as you get



Art credit: The Thankful Poor by Henry Ossawa Tanner

“WE LEARN WISDOM  
FROM FAILURE  
MUCH MORE THAN  
FROM SUCCESS.”

--SMILES

Art credit: First Step by Eugenio Zampighi



(*Marlene's Musings cont.*) further into the series, the books require a greater level of maturity, which I cannot be the judge of at all!! Like I said before--the second I say a book shouldn't be read before the age of 12, a mother will chime in and say her 4-year-old loved it.

If you need a list of books that will not have anything disturbing in them--which may be exactly what you need if you are new to this read-aloud culture with your kids!--then Jenny Phillip's Good and Beautiful List is a very perfect place to go.

Although it does remind me of something I read--Before the Bible was printed and made available, there were priests who fought desperately to keep it out of the hands of the people. The reasoning was, "What if they actually pluck out their own eyes or cut off their right hands if they offend them?" They didn't trust people!

Thank goodness I can read the Bible for myself. And not once have I considered plucking out my eye.

## WEH IN ACTION

--Q: I love listening to the My America Book Stories and printing out the pictures but I am wondering what would be best to do after. Should we have a discussion or narration? My 9-year-old daughter doesn't seem to recall what we listen to when I do a narration with her so I thought maybe a discussion would be best. But a discussion alters a child's narration and if I was to follow what Charlotte Mason said, narration needs to be just their thoughts and words. I'm not saying one is better than the other but I do wonder how to balance both of them without mixing them

up. For a younger student, the stories can be kind of heavy, especially the Constitution ones. So my main goal is to make the experience enjoyable and then help them make connections.

A: It doesn't matter if she writes anything down, I think. She will listen again and again to these stories and each time will glean more and the stories will become more part of her heart. If she likes listening, that is a win and I wouldn't stress. My six children, ages 12-2 listen. Not all of them as attentively, but I am not really concerned. I am happy

they participate. I remember when my older siblings were being home-schooled, I was playing on the floor or in the other room and I was often listening. It helped me immensely. I often knew the answers to questions my Mom asked. I became familiar with terms and ideas she was teaching. I enjoyed hearing it and it made it easier when it was my turn to start school.

A couple years ago, I was teaching my son his letters. He was having trouble remembering them. We would go through and say these little rhymes for each letter every day.

(WEH in Action cont.) My daughter was 3, I believe. She would play around where we did school and listen, but wasn't doing any school. One day she picked up the book and started telling me the letters and rhymes. So I just kept going because I wanted to see what she knew. She went through all of them and knew them all almost perfectly.

It shocked me to see how much children retain. They can't always express it, though. If all she does is glue those pictures on paper, it will give her hands something to do while she is listening. I ask my children to write their own names and the dates on the paper, but I don't require anything else. I am modeling for them how to notebook and so far, that approach has worked well. My oldest who is 12 remembers a lot more even though this is his first time hearing these stories. I know they will get more each time, especially if I am not forcing it too much.

We are often so concerned with getting knowledge into their minds that it becomes forced and it ruins their love for learning and knowledge. It is like trying to feed steak and vegetables to a newborn baby. They can handle and need the milk, but can't handle the meat and vegetables and it can actually cause harm. So take it slow, don't push it too much. If you want to use them more, then model it for her and she will notice and eventually follow your example when she is ready.

--Q: My 8-year-old daughter is just not getting phonics at all. She is really "young." I have tried different methods, different curriculums, etc., but nothing is clicking and it's frustrating to her. Should I just back off and let her be awhile longer? I have taught many to read and I know there is a wide variation of ages of which they finally get it. So maybe I am just feeling frustrated again as many were easier to teach. I had a son who was 11 before he finally got it. What is the WEH method with teaching a child to read exactly?

A: The WEH way is to first help her fall in love with stories and words and building her imagination so she'll want to read, which I imagine you have done. Then find the 'how to read' program that is the right fit for her. Some kids will just naturally start reading at age 4, almost by magic. Some won't read until they're 11. Some take to worksheets. Some take to online games. Some take to motions with sounds. All of them are the right one--if they work.

Having said that, the advice give in this thread is also right. By age 9, you do want to make sure there isn't something else going on that is interfering with the process. So do check out those options as well, and then act in accordance with what you find.

Mostly the WEH way is to not force. And to reassure your daughter that every single person is different. It doesn't make her 'behind' if she's not reading at 9. One of the most brilliant men I know didn't start reading until High School. And he thought he was dumb! Far from it!

A: I had the same concern with my now 10-year-old. Every year I kept feeling, "Just read to her, just read to her." I did this every year for her entire school curriculum. That is not to say I was not concerned in the back of my head, but I just "trusted the process." And this year, everything just "clicked." She is now found reading every spare minute because she loves books. Trust the process Marlene has outlined, it really does work. She is my youngest and I had to learn the hard way with my two older children. I ruined their love of learning one year when I "forced" language arts. Trust the process.

--Thank you all for so many wonderful ideas and resources for meal times. My husband has noticed!! *The Food Nanny* book is incredible! She talks about eating real food as a family and talking around the dinner table. I love that she even gives suggestions on topics with teens. Thank you all again so much!

--I wanted to share a storytelling moment. My boys love it when I tell stories from when I grew up, but I haven't done it in a while. The story that came out the other day was actually a sad one. I told about when I was in the store with my grandfather and he was critical of me... I didn't know where this was going. I didn't plan it out. I shared also that I don't have childhood memories of my dad getting mad at me, but that I do have memories of him saying sorry. So he did get mad, but all I remember was the mending he did. We talked about the need for mending what or who we have hurt in our home and that when we don't, it can really affect someone for a long time (this was all through heavy tears). Then I rewrote my childhood story! I talked to my grandpa and told him how much

(WEH in Action cont.) that hurt me. He said he didn't mean to hurt me and we hugged and I told him how much I loved him. We also talked about how sometimes the person won't or can't mend what they have hurt inside us...that's where God can step in and help us. It was really a beautiful moment! All from a very simple story.

**“THE WHOLE WORTH  
OF A KIND DEED  
LIES IN THE LOVE  
THAT INSPIRES IT.”**

--The Talmud

Art credit: Soeurs by Theophile Duverger



## MOI MINUTE

We know that the best of MOI will always happen in person, but this week we're inviting you to catch the vision with another Mini-MOI. Our hope is that it will give a little taste of what your own gathering could be like. Join us on Zoom Monday, February 22, at 2:30 MST to share insights from one of Marlene's earliest presentations -- *Sandcastles, Diamonds and Singing Songs of Joy*.

Here's what you can do:

- [read](#) or [listen](#) to *Sandcastles, Diamonds and Singing Songs of Joy* and come ready to share your thoughts and impressions.
- You might also want to bring something to share: a piece of art or a poem...anything that's touched your heart lately.
- We'll be sure to leave a little time in the end for anyone who wants to stick around and ask their MOI questions.



Art credit: Winter Pleasures by Anton Doll

If you're reading the newsletter a little late, don't worry. We'll try to have another Mini-MOI next month. But you don't really need us to get started. You can always invite a friend to talk about *Sandcastles, Diamonds and Singing Songs of Joy* with you wherever it's convenient. If you want to keep learning more together, consider following up with the [Catch the Vision Challenge](#). Believe it or not, you will have just started your own MOI group.

Love, Jen and Marley

Zoom Meeting ID: 978 3671 6100 Passcode: 498247