

VOLUME 41
NUMBER 3
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The Lutheran Educator



The WELS Education Journal



Gethsemane
Martin Luther's *Passional*, 1529

The Lutheran Educator

The education journal
of the Wisconsin Evangelical Lutheran Synod
edited by the faculty of Martin Luther College

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Truths About Tones

For the next few minutes, let's think about the word "tone,"^Δ and please let it venture beyond the discipline of music. An angry person's voice has a distinct tone as does the prose of a love-struck writer as does the painting of a despondent artist. Whether a celebration is reserved or raucous is a matter of tone. And places have a tone, too. Your classroom is a place.

Since it is a complex place, several tones are there. "Formal" might describe the relationship between students and teacher while the tone that has settled over the observing of classroom rules is "casual." A room may have a "studious" academic tone, but "rude" depicts the tone of affairs between students.

Consider two truths. (1) Classrooms without tones do not exist anymore than do planets without atmospheres. Tones emerge whether or not they are cultivated. (2) Tone setting is a right the teacher either exercises or gives away.

Exercise your rights.

The nature of teaching calls for planning. We block our lessons and budget our time. Still, for all of their preparedness, many teachers don't identify what tones they want in their classrooms nor plan for the strategies that will establish those tones. We set curriculum; we set assignment deadlines; we set field trip and test dates. Why shouldn't we be just as resolute in setting tones for our classrooms?

The clear tenets of Christianity provide all kinds of model tones. Among them is civility, which, when set as a tone, pays rich dividends. Teachers model civility when they use polite language with their students both individually and as a group. Teachers encourage civility when they insist that students are courteous and respectful toward each other and school property. Classrooms marked by civility are not immune to problems, of course, but they are settings where sins like name-calling and rudeness are not as likely to occur because they are atypical.

What tones will exist in your classroom? You decide, but do decide. Then plan to establish those tones with concrete actions. Tone setting in our classrooms is just as important as the teaching we do. Why? Consider two final truths about tones: (3) Knowingly or unknowingly students will imitate the tones in their environment. (4) When the tones in a classroom are consistent, students are more relaxed, more secure and more likely to perform better.

God bless all your planning.

PML

Service With a Smile

Paul L. Willems

SOME DAYS IT'S hard to smile. Some days it's hard to serve. Some days I question the results as I labor in God's kingdom. I do this especially on a Friday afternoon before spring break or at the end of the school year. It's easy to become discouraged, for it appears my efforts produce few results.

Why am I less powerful than Joseph? He became so influential that he ruled Egypt and was second only to Pharaoh himself. I ache over my salary and wonder why the Lord blessed Job with a fortune, but not me. It irks me that my efforts in the kingdom have not brought life's pleasant amenities such as those around me seem to enjoy. I have never been pictured in *Forward in Christ/The Northwestern Lutheran* nor has my name been read at a teachers' conference as I celebrated an anniversary in my ministry. Why smile? Why serve?

Are there things that keep the smile off your face, too, as you serve in God's kingdom? How is success measured in God's kingdom and how can we serve in the ministry with a smile? Peter's words, "As each has received a gift, employ it for one another ... in order that in everything God may be glorified

through Jesus Christ" (1 Pe 4:10-11), prompt us to realize the kingdom of God is not about us. It is about others. And it is about Christ. Let's all be clear on why we're laboring in God's kingdom. We serve in gratitude for what he has done for us in Christ and the cross. Jesus' disciples had similar apprehensions. Peter asked him, "We have left everything to follow you! What then will there be for us?" (Mt 19:27) While Peter expressed his concerns verbally, the prophet Elijah simply ran away from his labors to die in the desert. Yes, even these great men of faith doubted, questioned, and left their Savior because they felt alone and unsuccessful in their efforts for God's kingdom.

Jesus reached down to save Peter sinking beneath the waves. God sent an angel to feed and strengthen Elijah. So he helps us through our discouragements. When a student smiles after finally solving a problem—what a thrill. What a joy to hear bold confessions of faith from those who struggled to learn the basic truths of Scripture. What a delight to receive a note from a former student who writes, "Thank you for your efforts to show me the love of Jesus. God's Word is the most important thing

in my life.” God often provides these plaudits as we grieve over our efforts. Don’t such words of cheer bring the joy of serving back into our lives?

As we turn to Scripture in our search for the answers to our dilemma, interesting wonders await us. Search as we may, there is no directive from God to be “successful” in his kingdom. Riches are not mentioned as a reward. Power and might are put down as Jesus reminded his disciples, “For even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many” (Mk 10:45). And as far as fame is concerned God honors Eleazar in the same paragraphs that he mentions Joseph and Joshua (Jos 24:29-33). Eleazar? Who was he? What did he do? Exactly. God knows our efforts on his behalf and blesses them.

And have you ever noticed the things God values? Instead of fame he says, “Better a patient man than a warrior, a man who controls his temper than one who takes a city” (Pro 16:32). Concerning the amenities of this world — “But seek his kingdom, and these things will be given to you as well” (Lk12:31). This all may appear backward and absurd. And why not? “For my thoughts are not your thoughts, neither are your ways my ways,” declares the Lord (Is 55:8). Oh, parents and other adults may value wealth, power, and fame. Some may even scorn our work. We may brood about how to stay focused on the children in our care. But that’s easy. Remain faithful. Read God’s Word. Reflect on it. Do our summer plans include Bible study? While contin-

uing education is always a goal of the Christian educator, learning to walk closer with our Savior is the best education we can ever receive.

Whatever our call, it is a call from God. The Holy Spirit knows the challenges that faced us this past year and those that lie in our future. He should. He placed us where we are. With St. Paul we must practice saying, “I have learned to be content whatever the circumstances” (Php 4:11). We need to give service with a smile. When evaluating our efforts in God’s kingdom we must avoid being tricked into using wealth, power, and worldly fame as our yardsticks. Instead, use God’s rubric of faithfulness and exclaim with a smile, “By the grace of God I am what I am, and his grace to me was not without effect” (1 Co 15:10). It is a great blessing to be chosen in Christ as a member of God’s kingdom and an even greater privilege to be called into the public ministry. Therefore believe Peter’s words, “Be shepherds of God’s flock that is under your care, serving as overseers —not because you must, but because you are willing, as God wants you to be; not greedy for money, but eager to serve; not lording it over those entrusted to you, but being examples to the flock. And when the Chief Shepherd appears, you will receive the crown of glory that will never fade away” (1 Pe 5:2-4). ❧

Paul L. Willems teaches at Minnesota Valley Lutheran High School, New Ulm, Minnesota



Poets in the Classroom

We Are the Music-Makers A Choral Reading

Ramona Czer

Voice 1 (V1) Poet 1 (P1)

Voice 2 (V2) Poet 2 (P2)

Voice 3 (V3) Poet 3 (P3)

Chorus (C)

Unimaginable One (UO) (never seen, perhaps miked)

(Three Voices stand alone on the stage.)

V1: Haven't you heard? Poetry is dead.

V2: Old-fashioned.

V3: Boring.

V1: Poetry is for dotty old men.

V2: Maiden-aunts.

V3: Little girls with jump ropes.

V1: Poetry belongs in cathedrals and cemeteries.

V2: Hope chests and Hallmark stores.

V3: Nurseries and dusty classrooms.

V1: Of course, it's not that poetry is a terrible thing, you understand.

V2: Or that we hate it.

V3: We just see nothing vital in it.

V1: Nothing meaningful.

V2: Poetry doesn't matter.

V3: Poetry doesn't matter.

V1: Poetry doesn't matter.

C: (The Chorus enters, chanting the words below softly at first, but then gradually their voices grow louder.)

We are the music-makers,
And we are the dreamers of dreams,
Wandering by lone sea-breakers,
And sitting by desolate streams;
World-losers and world forsakers,
On whom the pale moon gleams:

Yet we are the movers and shakers
Of the world forever, it seems.¹

(Three Poets break away from the Chorus and stay separate until near the end of the performance.)

P1: Who are those three doubters?

P2: Children, I fear.

P3: Or perhaps the senile, it's hard to tell the difference.

P1: So do we teach them a thing or two today?

P2: You mean, do we let Poetry teach them?

P3: Ah, yes...our limitation—and our strength.

P1: Let us therefore deem the glorious art of Poetry a kind of medicine divinely bestowed upon man.²

P2: God sent His Singers upon earth
With songs of sadness and of mirth,
That they might touch the hearts of men,
And bring them back to heaven again.³

P3: A thing of beauty is a joy for ever:
Its loveliness increases, it will never
Pass into nothingness; but still will keep
A bower quiet for us, and a sleep
Full of sweet dreams, and health, and quiet breathing,
Therefore, on every morrow, are we wreathing
A flowery band to bind us to the earth,
Spite of despondence, of the inhuman dearth
Of noble natures, of the gloomy days,
Of all the unhealthy and o'er-darkened ways
Made of our searching; yes, in spite of all,
Some shape of beauty moves away the pall
From our dark spirits.⁴

VI: Did you hear something?

V2: Like tiny cymbals, kind of shimmering?

V3: I heard that! But now it's gone, like a half-memory, or a baby's first smile.

VI: Listen to the poet!

V2: Next you'll be telling us you had an epiphany and the earth moved!

P1: Imagination, new and strange

Czer

In every age, can turn the year;
Can shift the poles and lightly change
The mood of men, the World's career. ⁵

C: Yet we are the movers and shakers
Of the world for ever, it seems. ¹

V3: I did feel different when I heard it. Less sad, or something.

V2: Some shape of beauty moves away the pall. ⁴

VI: Don't you start now? Where'd that come from?

V2: Keats, I think.

VI: What does Keats have to do with anything?

V2: Hey, what exactly IS poetry, anyway?

VI: Mind drive?

V3: Heart dust?

V2: Midnight ravings?

V3: A still small voice in my ear?

UO: What I tell you in the dark, speak in the daylight; what is whispered in your ear,
proclaim from the housetops. ⁶

P1: A poem should be palpable and mute
As a globed fruit

P2: Dumb
As old medallions to the thumb

P3: Silent as the sleeve-worn stone
Of casement ledges where the moss has grown—

P1: A poem should be wordless
As the flight of birds

P2: A poem should be motionless in time
As the moon climbs

P3: Leaving, as the moon releases
Twig by twig the night-entangled trees,

P1: Leaving, as the moon behind the winter leaves,
Memory by memory the mind—

P2: A poem should be motionless in time
As the moon climbs

P3: A poem should be equal to:
Not true

P1: For all the history of grief
An empty doorway and a maple leaf

P2: For love
The leaning grasses and two lights above the sea—

P3: A poem should not mean
But be.⁷

VI: But most famous poets are dead, aren't they?

V2: Keats a long time ago.

VI: Then why would anyone care what they said or felt?

V3: Only to Beauty Time belongs;
Men may perish, But not their songs.⁸

VI: Now where did that come from?

V3: I don't have a clue!

UO: Out of the overflow of the heart, the mouth speaks.⁹

P1: Doth it not thrill thee, Poet,
Dead and dust thou art,
To feel how I press thy singing
Close to my heart?¹⁰

P2: When falls the soldier brave,
Dead at the feet of wrong,
The poet sings and guards his grave
With sentinels of song.¹¹

C: World-losers and world forsakers,
On whom the pale moon gleams:¹

VI: Why do these losers write poetry anyway?

V2: Nothing better to do?

V3: O, Lord, open my lips and my mouth will declare your praise.¹²

VI: Praise? But what are they celebrating? This is old earth, the same every day, the same old sun rising? What's so special about it all? I don't understand.

P1: i thank You God for most this amazing
day;:for the leaping greenly spirits of trees
and a blue true dream of sky;and for everything
which is natural which is infinite which is yes

P2: (i who have died am alive again today,
and this is the sun's birthday; this is the birth
day of life and of love and wings:and of the gay
great happening illimitably earth)

P3: how should tasting touching hearing seeing
breathing any—lifted from the no
of all nothing—human merely being
doubt unimaginable You?

P1: (now the ears of my ears awake and
now the eyes of my eyes are opened)¹³

UO: But blessed are your eyes because they see, and your ears because they hear.¹⁴

VI: Hey, what's up with my eyes?

V2: Do they seem sharper, like you can see into forever? And I can hear the beating of my heart!

V3: I see connections. The meanings behind things, like that flower over there, that rock—suddenly they're...something more.

UO: I praise you, Father, Lord of heaven and earth, because you have hidden these things from the wise and learned, and revealed them to little children.¹⁵

P2: I see his blood upon the rose
And in the stars the glory of his eyes,
His body gleams amid eternal snows,
His tears fall from the skies.

P3: I see his face in every flower;
The thunder and singing of the birds
Are but his voice—and carven by his power
Rocks are his written words.

P1: All pathways by his feet are worn,
 His strong heart stirs the ever-beating sea,
 His crown of thorns is twined with every thorn,
 His cross is every tree.¹⁶

P2: He fumbles at your soul
 As players at the keys
 Before they drop full music on.
 He stuns you by degrees,
 Prepares your brittle nature
 For the ethereal blow

P3: By fainter hammers further heard,
 Then nearer, then so slow
 Your breath has time to straighten,
 Your brain to bubble cool,
 Deals one imperial thunderbolt
 That scalps your naked soul.¹⁷

C: We are the music-makers,
 And we are the dreamers of dreams...
 Yet we are the movers and shakers
 Of the world for ever, it seems.¹

V1: I feel like I just woke up from some strange dream.

V2: Me too. What were we talking about anyway?

V3: Something about Poetry being boring and old-fashioned, I think.

V1: Old-fashioned? But a poem should be motionless in time.⁷

V2: Boring? But poems are songs of sadness and of mirth.³

V3: Well, dead then. I'm sure I remember something about death.

V1: Men may perish, But not their songs.⁸

P1: Done for the day—not a bad performance, would you say?

P2: Fair to middlin'. And don't get cocky—they still have years and years of schooling ahead of them.

P3: How true: the threat of despondence and the inhuman dearth of noble natures.⁴

P1: Still, for these three maybe this is the sun's birthday, the birthday of wakefulness. And maybe they'll never doubt again that the Unimaginable One longs for the sound of their voices.¹³

Czer

V1: Oh, that I had a thousand voices To praise my God with thousand tongues!
V2: My heart, which in the Lord rejoices, Would then proclaim in grateful songs
V3: To all wherever I might be, What great things God has done for me.¹⁸

C: (All the Voices and Poets merge with the Chorus now, chanting over and over the following words as they slowly depart. Gradually their voices grow softer as UO speaks over their chanting, finally fading out entirely after his words end.)

We are the music makers, We are the dreamers of dreams, We are the music makers, We are the dreamers of dreams, We are the music makers, We are the dreamers of dreams....¹

*UO: You are the light of the world. A city on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before men, that the may see your good deeds and praise your Father in heaven.*¹⁹ ✪

SOURCES

¹ from “Ode” by Arthur William O’Shaughnessy

² from “Guesses at the Truth” by J. C. Hare & W. W. Hare

³ from “The Singers” by Henry Wadsworth Longfellow

⁴ from Book 1 of “Endymion” by John Keats

⁵ from “Imagination” by John Davidson

⁶ Matthew 10:27

⁷ “Ars Poetica” by Archibald MacLeish

⁸ from “Only to Beauty” by Louis Ginsberg

⁹ Matthew 12:34b

¹⁰ from “The Passionate Reader to His Poet” by Richard Gallienne

¹¹ from “Sentinel Songs” by Abram J. Ryan

¹² Psalm 51:15

¹³ “i thank You God for most this amazing” by e.e.cummings

¹⁴ Matthew 13:16

¹⁵ Matthew 11:25

¹⁶ “Christ in Creation” by Joseph Mary Plunkett

¹⁷ from “Divine Possession” by Emily Dickinson

¹⁸ Hymn 242 (LW), st 1

¹⁹ Matthew 5:14-16

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Teaching Shakespeare

Rachel H.T. Mendell



Paige: O for a Muse of fire, that would
ascend
The brightest heaven of invention;
Jon: Tennis balls, my liege,
Joel: Pish for thee, Iceland dog, thou
prick-eared cur of Iceland!
Teacher: Once more unto the breach,
dear friends, once more

The class was “A Short Study in Shakespeare—Henry V,” I put together to run for four consecutive Thursdays in my home. The original purpose was to find a few other children to read through a Shakespeare play with my children, thereby adding a little interest as well as more people for more parts. I sent out fliers, ordered ten copies of the Penguin edition and hoped that five or so people would sign up. Twenty-five signed up. I made frequent trips to Barnes and Noble as the extra books came in and scheduled a second class for Friday evening.

The first night was quiet, except for conversation among friends. I bombarded them with too much background information about the Elizabethan stage, the Globe Theatre, the education

of actors, no women allowed on stage, the historical facts about Henry V, and how Shakespeare deviated from them.

Becoming concerned that I would lose them that first night, I quickly plunged into the play. As the children began stumbling over those first lines, the room came alive as little light bulbs lit up: the children were catching on! I realized what I had heard was true: Shakespeare sells itself.

That first class—for I have moved on to teach more classes—was made up of ten- to nineteen-year-olds. Also included were parents sitting in who ended up getting involved in part reading. By the third class they were all reading aloud, begging for certain characters, and asking to do favorite scenes over again.

I would like to share what I learned from teaching that first class. I would also like to stress that anyone with a desire to “share” Shakespeare and a humility that realizes no one knows if all can teach Shakespeare. I am not specifically “trained” to teach English literature or Shakespeare; therefore, these suggestions come from the experience of jumping in.

Don't spend more than a few minutes on background, history, or vocabulary at the beginning. Get into the reading of the play as soon as possible and intersperse the facts as you think they become important during the class. Shakespeare was meant to be read aloud. It is best taught that way.

Do have plenty of references handy. A specialized Shakespeare dictionary, a summary of the plot, a list of characters, an explanation of setting, more than one analysis of the play, pictures of an actual production, children's picture books, and a good video of the play will be helpful. The BBC produces good Shakespeare videos.

Give students a chance to practice their parts at home. Sight reading is fun, but really knowing your part is better. Choose favorite scenes to do more than once. Don't skip over the French, Italian, or Latin. I made this mistake and disappointed a class that had worked all week to say them. Get pronunciation dictionaries and give the students a chance to feel and hear the new language in their mouths. Good editions will give paraphrased meanings in the foot notes.

Don't worry if the play doesn't sink in right away. I discovered that during each class one or two players had their lights turn on. The light is easy to see. You can hear it in the understanding in their voices as they read their lines, in the thoughtful questions they ask, and in the smiles on their faces as they get the joke or understand the connection or the reference.

Keep questions basic, even with high

schoolers: Name the characters in Act II, scene 1. Tell me a little bit about Katherina and what kind of woman she was. Does Henry V love his countrymen? How can you tell? What does Christopher Sly do for a living (besides drinking)? Which daughter does Baptista love more?

As I shared a play with a class, I tried to help them understand it on four levels. It is difficult to go to the next level unless understanding comes in the level before:

- ↳ *The plot*: Do they understand what happens in the story from beginning to end?
- ↳ *The characters*: Do they know them well enough that they could guess what they would do in a given situation?
- ↳ *The new vocabulary*: Do they understand the current and historical meaning of the new word?
- ↳ *The parallels and subtle levels of deeper meanings of phrases and situations*: Do they understand the references to Greek and Roman mythology, the relationships to biblical stories and doctrines, and the puns and other plays-on-words?

Many students and classes never get past plot and character. This is fine, for Shakespeare can be very much enjoyed at all levels. The introduction to good literature is the most important thing. The understanding at deeper levels may not come until years later.

Skills to cover in teaching Shakespeare

- ↳ Plot of play
- ↳ Character's names, pronunciations,

and personalities

- How to find your way around a play book (act, scene, line)
- How to prepare for weekly quizzes
- How to do weekly assignments
- New vocabulary
- How to memorize lines (striving for 30 per play)
- How to recognize and create iambic pentameter (possibly writing a sonnet)

Some resources for teaching

Shakespeare

- On the Internet
 - ❖ Shakespeare Online (challenge questions, how to study Shakespeare, quote of the day)
 - ❖ Shakespeare: Study Materials and Courses (full text of plays, links to other sources)
 - ❖ Surfing with the Bard (videos and clips, movie reviews, pictures of the Globe Theatre, biographies)
 - ❖ Sparknotes.com (lots of other classics here as well, analysis, study guides, questions)
- The Penguin Editions of Shakespeare plays are helpful for their background, notes, and vocabulary helps. There are lots of others. Check them out.
- The Oxford Complete Shakespeare gives a one page synopsis before each play.
- For my study guides I used *Brightest Heaven of Invention* by Peter Leithart (Canon Press). This book is geared for high schoolers, but I have been able to compensate for younger students. Leithart works through six

plays systematically: *Henry V*, *Julius Caesar*, *Hamlet*, *Macbeth*, *The Taming of the Shrew*, and *Much Ado About Nothing*.

- Don't forget the children's section of the library. There are many fine books on Shakespeare and his times—pictures included. Videos are a great way to wrap up a class and for further enrichment.

It doesn't matter that no one will ever be sure who actually wrote Shakespeare. It doesn't matter that the language is difficult at first. It doesn't matter that well-meaning people have made horrible movies from his plays. Shakespeare stands alone and independent of anyone's interpretation. We learn about ourselves when we study it. We learn about a special time and place: the King James Version of the Bible, the adventures in the New World, the strictness of Elizabethan England. Good guys are rewarded. Bad guys get their due—and then some. Try a little Shakespeare and see that if is true: Shakespeare sells itself. ♣

Rachel Mendell is a graduate of Dr. Martin Luther College. She holds an Ohio teaching certificate. She currently teaches classes in music, art, and Shakespeare. She also home educates her six children (with one more due in January).



The Lutheran Teacher Helps Families

Daniel C. Loe



OUR LORD has given a special blessing to those families who choose to send their children to one of our WELS elementary or secondary schools. This special blessing that God provides is the men and women that are not only equipped to teach our children, but are also committed to doing all they can to help children grow in faith and become responsible Christian adults. Because Satan's attacks on Christian families will only continue, parents can also be thankful that our WELS Lutheran teachers are interested in helping to identify those children in life situations that can negatively impact them spiritually, emotionally, or physically.

WELS teachers recognize that they have been given a unique opportunity to observe individual children in their classrooms on a daily basis. They recognize that they may be the only adult other than parents to have consistent contact with the individual child. As trained professionals, our WELS teachers recognize the value of identifying

those children who may be struggling with life challenges as soon as possible. Early identification of these children requires our WELS teachers to continue developing their observation skills and to make the extra effort to document their observations on a consistent basis.

Therapists at Wisconsin Lutheran Christian Counseling recommend that teachers use a spiral notebook to document their observations from day to day or week to week. Regular documentation of observations will be useful when the teacher and parent meet for conferences. Regular documentation of observations will also help the teacher determine if the concerns about an individual student warrant referral of the student for further evaluation and assessment.

What to document

Teachers will want to document observations of students who demonstrate a recurrent negative behavior that does not diminish upon the use of common interventions or discipline by the

teacher. The negative behavior is likely disrupting the classroom and/or impacting the students' peer relationships.

Teachers will want to document their observations about change in a particular student. Common changes that an individual student might make may be warning signs about deeper, more significant issues. Common changes that might be warning signs include change in amount or type of verbal statements; change in posture, facial expression, or amount of eye contact; change in appearance or dress; change in friends; change in behavior toward adults or peers; change in grades or amount of effort in completing assignments; or change in central themes of artwork, written work, and play. Typically, a student who is struggling with deeper issues will exhibit more than one of the above changes.

Teachers will also want to document the observations they make about students who are different. Questions Lutheran teachers will use in making their observations will include the following: Is the student obviously different from last school year or last semester? Does there seem to be something different about this student compared to others? Do other students treat one particular student differently?

If a referral is made for counseling, therapists at Wisconsin Lutheran Christian Counseling will value the documented observations made by teachers since it will help them in determining what issues may need to be addressed in the counseling setting. The value of a

close working relationship between the staff of Wisconsin Lutheran Christian Counseling and teachers in our Lutheran schools cannot be overstated.

Teachers are also reminded that counselors from Wisconsin Lutheran Christian Counseling are available for phone consultation free of charge. Teachers consulting with one of our professionally trained staff, sharing their documented observations as described above, will help to identify those children struggling with challenges and get them the help they need to be more successful in their academic work. ❖

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By All Possible Means . . . WELS TECH 2001

James Henrickson

TECHNOLOGY. Teachers have certainly been inundated with this word over the last few years. School mail is filled with advertisements for learning technology, integrating technology, and updating technology. At times, you may find yourself feeling a bit shell-shocked by the constant bombardment of technology information. You might even long for this seemingly unrelenting pace of change to come to a screeching halt, but, as I'm sure you have already surmised, it won't. Technology has become a part of our world in business, leisure, and the classroom. Whether you are feeling a bit shell-shocked or are leading the charge, in 2001 the WELS will bring you an opportunity to gain a better hold on technology of the present and a glimpse at technology of the future. WELS Tech 2001 is a conference for you.

It is true that technology conferences, seminars, and workshops seem to be around every corner. So why attend WELS Tech 2001? WELS Tech 2001 will be a comprehensive conference that will help pastors, teachers, and lay people use the latest technology to enhance their ministries. This focus upon assisting and strengthening ministry, your ministry, differentiates WELS Tech 2001

from all other technology conferences. You will have the opportunity to listen to and speak with WELS teachers, pastors, and laypersons who are integrating technology into classrooms, schools, and churches as they strive to strengthen ministry by all possible means. Attendees need not be technology gurus. Sessions are being planned to meet the needs, interests, and abilities of all persons from neophytes to techies. Sessions will range from basics such as introducing you to your computer and using the World Wide Web, to integrating technology into subject areas, strengthening administration, using a digital camera, setting up a church or school web page, or securing your network. WELS Tech 2001's focus on assisting pastors, teachers, and laity to enhance ministry through technology makes it a conference you shouldn't miss.

In addition to hearing presenters from our own churches and schools, attendees can look forward to viewing the wares of major technology vendors and listening to Alan November, the conference's keynote speaker. Alan November is a nationally known leader in educational technology and co-founder of the Stanford Institute for Educational Leadership Through

Technology. As practitioner, designer, and author, Alan has guided schools and industry as they plan for the use of technology in their environments. In his keynote presentation, Mr. November will explore the opportunities for bringing the community of the synod together through technology as well as our local public communities.

WELS Tech 2001 will convene at the beautiful campus of the newly constructed Fox Valley Lutheran High School in Appleton, Wisconsin on July 15 – 18, 2001. Fox Valley Lutheran High School will offer a state of the art facility to spotlight technology as well as providing a spacious setting for conference attendees. Early registration for WELS Tech 2001 is just around the corner, and

early registrants are eligible for a reduced registration fee of \$210, a bargain for a national four-day conference. In addition, travel assistance will be available based on travel distance to the conference. Remember to place WELS Tech 2001 in your budget planning for the new year. Visit www.wels.net/welstech2001 for more detailed conference information, session descriptions, and regular updates, and be sure to share information with members of your staff and congregation. It's not too early to plan your summer and mark your calendar; make WELS Tech 2001 a part of your 2001 summer plans. ❖

James Henrickson is principal of Calvary Lutheran School, Dallas, Texas.

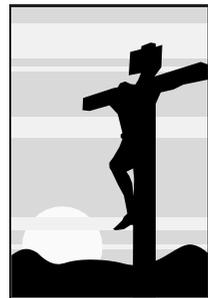
Good Friday

Am I a stone and not a sheep
 That I can stand, O Christ, beneath Thy Cross,
 To number drop by drop Thy Blood's slow loss,
 And yet not weep?

Not so those women loved
 Who with exceeding grief lamented Thee;
 Not so fallen Peter weeping bitterly;
 Not so the thief was moved;

Not so the Sun and Moon
 Which hid their faces in a starless sky,
 A horror of great darkness at broad noon—
 I, only I.

Yet give not o'er.
 But seek Thy sheep, true Shepherd of the flock;
 Greater than Moses, turn and look once more
 And smite a rock.



Christina Georgina Rossetti

Some Things Don't Change

John Isch

SOME THINGS don't change. Concordia Publishing House has recently (1998) republished a Bible history textbook that went through the hands of countless teachers and students. *One Hundred Bible Stories* was and is a simple book. Each pair of facing pages has a colored picture and the text of a Bible story, 50 from the Old Testament and 50 from the New. The

pictures in the old (50s) version were the ones that can still be found in some church basements on the Concordia Sunday school picture roll. The text in that version was uncut King James. The new reprint has equally-pleasing pictures, at least to those who want to know what they see; and the text has been updated to NIV. The eye can roam from picture to text, reinforcing linear text with holistic picture.



Maria Magdalena stund fur dem
grave vnd weinet draussen/ Spricht Ihes
sus zu yhr/ Weib/ Was weifestu? Wen
suchstu? Sie meinet/ es sey der gartner/
vnd sprach/ Here hastu yhn weg getra/
gen/ so sage mirs. Ihesus sprach Maria.
Da sprach sie zu yhm/ Rabbuni/ das
heist/ Meister. Ihesus sprach/ Rã/
re mich nicht an / Denn ich
bin noch nicht auffge/
faren zu meinem
Vater etc.

6

Luther also produced such a simple Bible history book for the laity. The *Passional* contained 50 Bible stories, ten from the Old Testament and 40 from the New. The book was small, about four inches high by three wide. It was published as the last part of Luther's *Prayer Book*. Each page in the *Passional* had a picture on one side and an abbreviated text from the Bible on the other. The 1529 edition was in German although Latin versions were also printed. There were no manuals published for this Bible history book, nor were there blackline masters containing pictures to color or crossword puzzles to fill out. There probably weren't even meth-



ods courses taught in colleges to show parents and teachers how to use the *Passional*. Ah, the simpler life.

The pictures are the typical woodcuts of Luther's day. They are based on Durer and show Old and New Testament folk dressed as fifteenth century Germans. The stories and pictures from the New Testament focus on the passion of Christ and two of them are reproduced here. In the first, Mary Magdalene is weeping at the tomb on Easter morning. She doesn't recognize Jesus, which is not surprising considering he is wearing a hat only a gardener would dare to wear. The other picture shows the Ascension. Jesus has risen

above the top of the picture and we see his feet, with nailmarks visible, disappearing. But there below him are his footprints, forever testifying that he was physically here on earth but not any longer. A very satisfactory picture as any child would tell you. The eyes of countless children of the past must have moved between text and picture wondering at the story told in both. Some things don't change.

(A good reference and history of Bible story books for children is Ruth Bottegheimer's *The Bible for Children From the Age of Gutenberg to the Present*. New Haven: Yale University Press, 1996.)

A Study of Saxon Math's Ability to Prepare Students for High School Level Mathematics

Timothy Hemling

Introduction

In 1984, a study was conducted in California putting the Saxon Mathematics Curriculum against an established Dolciani Mathematics Curriculum to see which program was best suited for students in high-school level mathematics. Seven high schools were selected to use both the Saxon and Dolciani texts. The same teacher would teach both texts, to different sections, for an entire semester. After the semester, a comprehensive test would be administered to measure any differences in the programs. The findings were that the Saxon group scored an average of 98 points on the locally-writ-

ten achievement test, while the Dolciani test students scored an average of only 67 points. (McBee 1984)

The McBee study involved students who were already enrolled in high school, and presumably had a good mathematics background in grade school. The study reported here tried to discover whether or not students who have had Saxon Mathematics in eighth grade generally do better or worse than students who did not have Saxon Math on a high school placement math test.

Method

A request was made to Luther Preparatory School, Watertown, WI, for the mathematics placement test scores, gender, and grade school attended of all students who entered the 2000 freshman class. From this information, the address of each student's grade school was identified and a questionnaire was sent to the principals of these schools. The principals were asked to tell whether or not their school uses the

I would like to thank Professor Dahlberg of Luther Preparatory School in Watertown, WI for his help in providing me with the list of high school freshmen from that school who took the Luther Prep achievement tests last fall. I would also like to thank the 70 WELS grade schools who participated in my mail survey and provided me with much insight and information on the pros and cons of Saxon Math. (TH)

Saxon curriculum, what level of Saxon Math they use, their personal feelings of the effectiveness of Saxon Math, and they were invited to give any written comments about the math curriculum, positive and negative.

Findings

Of the 146 LPS freshmen who attended the 83 WELS grade schools that were contacted, 31 schools (45 students) had Saxon Math in eighth grade, 24 schools (46 students) had some other mathematics curriculum, and 15 schools (27 students) had a mixture of Saxon and another curriculum. Thirteen schools which counted for 28 students did not reply to the mail survey. (See below.)

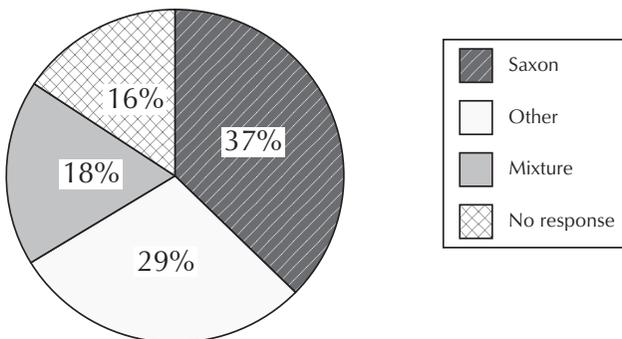
The survey also asked the principal of schools that used Saxon math which level(s) of Saxon math were used in the school. Of the seven Saxon textbooks that are most commonly used in the eighth grade level, each one was given a

point rating, as follows:

Levels of Saxon Math	
Math 76	1
Math 87	2
Algebra $\frac{1}{2}$	3
Algebra 1	4
Algebra 2	5
Advanced Math	6
Calculus	7

For example, if a grade school reported that the Math 87, Algebra $\frac{1}{2}$ and Algebra 1 texts were all in use in their eighth grade classroom, the Saxon Math level rating for that school, was calculated by adding $2+3+4$ and dividing by 3. If only one Saxon text were reported, for example, Math 76, that school received a rating of "1." Those grade schools that reported using a mixture of Saxon Math and another program were rated in the same way and included in the numbers of the schools who used Saxon Math.

Math Curriculums Used in Elementary Schools of Freshmen Who Enrolled at Luther Preparatory School (2000)



Levels of Saxon Math Used in the LES of this Study

Saxon math level	number of students
1	1
2	8
2.5	14
3	15
3.5	27
4	6
Total	71

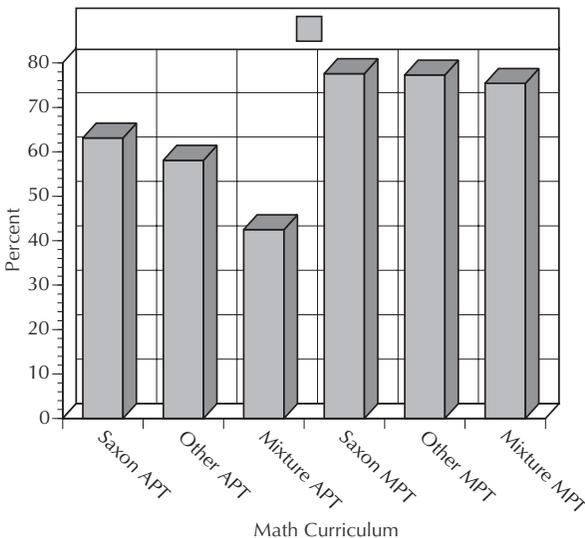
The teachers were asked to rate their personal level of satisfaction with Saxon Math on a scale of 1-4, with 1 being “Very satisfied” and 4 being “Not satisfied at all.” The overwhelming majority of teachers were satisfied or very satisfied with Saxon Math. Less than one-

fifth expressed any dissatisfaction.

The teachers were also asked to give strengths and weaknesses of Saxon Math, using their experience as teachers and possible comparisons to other mathematics curriculums. The overwhelming strengths that Saxon teachers responded with were that of “constant review,” “short lessons,” and “easy to use in multi-age classrooms.” The most common negatives were “lack of different approaches,” “boring text,” and “not enough new material in lessons.”

The key question of this research was, do students who have Saxon Math in grade school do better on high school placement tests than those students who do not? The two placement tests used by Luther Preparatory School are tests con-

Placement Test Scores of Incoming Freshmen by Math Curriculum



structed by LPS. Both tests are sent to teachers and they may choose the test they believe best suited for a particular student. The two tests are the MPT (Mathematics Placement Test) and the APT (Algebra Proficiency Test). More students took the MPT test (90) than took the APT (28). Students who had the Saxon Math program were somewhat more likely to have taken the APT than the MPT.

Placement Tests Scores

<i>Math Program</i>	<i>APT score</i>	<i>MPT score</i>
	<i>Mean</i>	<i>Mean</i>
Saxon	63.1	77.6
Other	58.1	77.3
Mixture	42.5	75.4
No response	59.1	71.0
Total	57.8	76.1

The scores, however, do not differ between students who had Saxon Math and those who did not. The findings of this study do not support the idea that students who have had Saxon have any significant edge in placing higher on these two placement tests. The 45 Saxon Math students scored averages of 77.6% (MPT) and 63.1% (APT), while the 46 students not having Saxon math scored averages of 77.3% (MPT) and 58.1% (APT). The 27 “mixed” students, ones having both Saxon and another curriculum, scored averages of 75.4% (MPT) and 42.5% (APT). One might suggest that the mixture of Saxon Math and another math curriculum was detrimental to the scores of the students, but the differences among the three groups are

small. Females, regardless of the math curriculum, tended to score higher than the males on the MPT test and lower than the males on the APT test.

In the context of freshmen entering

Strengths of Saxon Math

- Daily repetition.
- Simple, short, 10 minute mini-lessons leave more time for students to work.
- Clear and easy to follow sample problems.
- Constant review of items instead of being taught once and forgotten.

LPS, the Saxon Math curriculum does not give those students any sort of edge or advantage in placement test scores. Likewise, students having any other math curriculum do not have an advantage over Saxon Math students on the placement tests.

These findings support the notion that Saxon Math works as an approach to teaching mathematics—at least for the placement tests used in high schools, inasmuch as any math curriculum will serve well when teachers are satisfied and students are held to high standards of learning. The difference is so small between the Saxon and non-Saxon groups that ultimately it falls on the individual teacher to make the difference. It is not logical to conclude that having Saxon Math in and of itself will automatically raise the average math scores of a class of eighth graders. It also

Hemling

is inaccurate to assume that Saxon Math is a failure in its purpose to instill strong values of review and practice as an

Weaknesses of Saxon Math

- Lack of quality story problems
- Only shows one method of solving a problem.
- Only a few new problems from new material.
- Explains procedure without explaining why it works.

approach to mathematics. To call Saxon Math a failure in the context of this study is to call all math curriculums a failure, since the difference is so slim in this case. Saxon proponents cannot use this study to support Saxon supremacy, and anti-Saxon teachers cannot point to it to prove that Saxon doesn't work.

Conclusions

The conclusion would have been much easier had the results shown an obvious benefit for Saxon students, or Saxon Math students being hopelessly outscored by students of regular math classes. This was not the case in this study. What was proved was that the principle of solid review does indeed work, no matter whether the textbook has a "Saxon 87" label on it, a Scott Foresman label, or the label of some other publisher. The teacher can determine how much or how little of an assignment to make, how much review is needed, or what concepts are treated

too lightly or overdone in a text. Is Saxon a useful and worthy series to use in the classroom? Yes. Does using it automatically guarantee that your students will retain more and achieve higher levels of math understanding? Not necessarily.

The obvious shortcoming of the research was the limited scope of the results. Only 118 students were considered in the survey, and all of them are currently attending only one of our Lutheran high schools. In addition, the students who enrolled at LPS may not be particularly representative of eighth grade students in our Lutheran elementary schools.

WORK CITED

McBee, Maridyth. "Dolciani vs. Saxon: A Comparison of Two Algebra I Textbooks With High School Students, 1984 ERIC ED 241348

Timothy Hemling is a student in the secondary teacher education program at Martin Luther College, New Ulm, Minnesota.



Knowledge of Modern American History

Benjamin L. Rank

HOW MUCH MODERN American history do students in WELS high schools know? Not much, it seems.

To answer this question a test was developed and sent to two high schools. The only requirement for taking the test was that the students had to have already taken their American history course. Fifty tests were sent to each school.

The test was constructed by examining six different American history textbooks used in high schools. The sections of the six textbooks covering American history since World War II was read. If a certain topic was mentioned consistently in five of the six textbooks, a question was put on the test regarding that particular event or fact. Questions on the test included some events or facts from each decade from the 1950s through the 1990s. (The definition of modern used in this study was American history since World War II.) The result was a twenty-question multiple-choice test. Each question had four choices. The test was also pretested, cor-

rected, and rewritten to make sure that it was objective, reliable, and valid.

Eighty-seven of the one hundred tests sent to the high schools were returned. These tests were then corrected and the answers to each question were analyzed.

US History Knowledge Results

Gender	Mean	N	SD
male	11.74	46	3.28
female	11.98	41	3.28
Total	11.85	87	3.26

The results from the test are shown above. The overall average of the eighty-seven students was 11.8 out of twenty possibly points (60%). The high score was an 18. The lowest was a one. There were no significant differences between males and females, nor were there any differences between the two high schools.

The questions on the test are shown on the following page, The percent of students who correctly answered the item is to the right.

The question that most students got right was the nation with which the United States was in a race to the moon. Eighty-one students, 93.1%, got this question right. The question that the most students got wrong asked the

The study reported here is portion of a study conducted by Mr. Rank that included a survey of teachers regarding the importance of teaching modern US history.

A Test of Knowledge about Modern United States History

Question	% correct
• What two presidents were nearly impeached?	83%
• In what decade was the Korean War fought?	28%
• What Supreme Court case desegregated schools?	47%
• Who was the president at the end of the Vietnam War?	59%
• What event led to the downfall of communism in Europe in 1989?	76%
• Who was the President during the Persian Gulf War?	59%
• Who was the third party candidate in the 1992 presidential election?	80%
• Who were the two main civil rights leaders who had opposing views?	55%
• What was Woodstock?	85%
• How many presidents have there been since Franklin Roosevelt died in 1945?	34%
• When did Woodstock take place?	61%
• Saddam Hussein was the main opponent in which war?	71%
• Ronald Reagan was elected President in what year?	59%
• What Supreme Court nominee had sexual harassment charges brought against him?	39%
• The United States was in a race to the moon with which other nation?	93%
• John F. Kennedy was shot and killed in which Texas city?	46%
• Who was the first man on the moon?	84%
• The space shuttle Challenger exploded in January of what year?	30%
• What was the Cold War?	74%
• The term used to describe the thought, led by Senator Joseph McCarthy, that there were communist spies in our country is known as ...	56%

decade that the Korean War was fought. Only 24 (28%) students got this right. The percentages for the other questions varied between the 27.6% and 93.1%.

The results of this research show that high school students really don't know a lot of modern American history—at least as measured by this test. Looking at the results of how the students specifically answered each question, there is no particular time period that caused more difficulty than any other. Each of the decades, the 50s through the 90s, had questions on it and the incorrect

responses were distributed among all time periods. Nor was there a particular type of question that the students got wrong. The question categories were on politics, war, civil rights, and miscellaneous events. None of these types caused more difficulty than the others.

One could conclude from this study that the teachers of American history could make more of an effort to teach post WWII history.

Benjamin Rank is a student in the secondary teacher education program at Martin Luther College, New Ulm, MN

Why Youth are Discouraged From Reading

Sara Mielke



IF YOU ARE AROUND teenagers for any length of time, you will find that many of them dislike reading and do not believe this pastime to be important.

In order to study this disinterest in reading among teens a series of interviews was conducted. Those students interviewed attended an area Lutheran high school. The principal gave permission to conduct these interviews and he randomly selected seven students from an eighth hour study hall. Five of these students were males and two were female. The purpose of these interviews was to gain knowledge of students' reading attitudes and habits. The interviews were semi-structured and formatted.

An additional method was used to gain information on how teens view reading. In this case a focus group was used. The language arts teacher at the area Lutheran high school selected stu-

dents. The focus group consisted of eight students, two males and six females. One goal of the focus group was to discover if teens think reading is important and why or why not. Another goal was to discover if the teens knew the reasons why they or their peers may or may not read. They were also asked to give advice as to what would keep them and their peers interested in reading. The focus group was tape recorded.

The following structure was used in the focus groups:

- ④ What was the most memorable book you ever read? Why?
- ④ What are some different reasons for reading?
- ④ Can you give me some reasons why reading is important?
- ④ Do you know classmates or peers that read a lot? Why do you think that they read so much?
- ④ Do you know classmates or peers that do not read much? Why do you think they don't read much?
- ④ Do you think that there is a time in a student's life when he or she reads less?

The study reported here is portion of a study conducted by Ms. Mielke that included a survey of college students as to when and why they may have been discouraged from reading.

- ⇒ What are some reasons that they might read less at this time?
- ⇒ Do you think that there is one particular reason that might stop a student from reading for enjoyment?
- ⇒ What are some ways to encourage reading?
- ⇒ If you could give your little brother or sister advice about reading, what would it be?

The interviews indicated that lack of time seems to be the major factor in discouraging young people from reading. The focus group, however, gave other answers besides the lack of time as a deterrent of reading. Although the lack of time was mentioned, the students also talked about how the uninteresting literature they often had to read in grade school discouraged them from reading. Another reason given was the worksheets that they often had to fill out after reading a selection. One student also mentioned that she hated analyzing literature and looking for all the symbols.

It is clear that students who are deterred from reading are deterred in grade school as well as high school. Why does this happen? The number one reason listed is lack of time and the number two reason listed is the student feels that he or she is not a good reader. The following are some comments that come out of the interviews and the focus groups that show the reasons why some students stop reading.

- ⇒ If it's not a good book, then I can't stay focused.
- ⇒ Stupid assignments; like you have to read and then, like, do all these

sheets and stuff.

- ⇒ I don't like symbolism stuff. I don't understand it. I never know what they're talking about.
- ⇒ I say, make it an interesting story.
- ⇒ I remember in fifth grade we read this book, it was like 300 pages long and it was *Smoky the Cow Horse*. It was the dumbest book. I would not read it if I was fifty and was bored out of my mind. It didn't make any sense... Every single day we wanted to burn the book and that's not fun.
- ⇒ You wanna make it something enjoyable.

I think that the reasons mentioned in the students' words above should say something to teachers. It may be important to let students choose their own literature at times so they can enjoy what they are reading. Teachers must remember not to overanalyze the literature so that students can again enjoy their reading. In general, teachers should try not to make it a chore, but something to enjoy.

Sarah Mielke is a student in the secondary teacher education program at Martin Luther College, New Ulm, Minnesota.



REVIEWS

REVIEWS

Almy, Gary. *How Christian is Christian Counseling?* Wheaton, IL: Crossways, 2000.

Could we, as Lutheran teachers, be leading our students into sin? "Not in the WELS!" we say.

Each year, teachers see more and more of their students going to counseling and terms such as Dysfunctional, Attention Deficit Disorder, and post-traumatic stress have become common even among grade school children.

Nearly every teacher has a pupil who has seen a psychologist or is on medication. How do we, as Christians, respond to these conditions? More important, is "Christian" counseling really Christian at all or are we rather telling them to believe lies? These are just some of the questions Gary L. Almy attempts to address in his book *How Christian is Christian Counseling?*

Dr. Almy attended the University of Nebraska for his degree in psychiatry before moving to California for special training. Hundreds of patients, numerous lectures, and a Ferrari later, he himself started to become depressed. When all else failed, he finally called his pastor. It was at this point he realized that everything he, a Christian, had himself used in his practice was built on lies and contradicted the very Word of God. "This book is a product God has wrought in my heart and of his opening of my eyes to his truth" (7).

Almy's first order of business is to explain the basic pillars of modern psy-

chology and show that, although they may not appear to be used, they are truly the very foundation even for Christian counseling. He then takes these concepts and refutes them using Scripture before showing the terrible effects these practices can have on patients and even their souls.

In the second section of his book, Almy gives the reader a brief history of psychology and makes sure to point out the false concepts on which psychology has sprung up. Recovered memory is discussed in the third section and how it can lead patients into believing lies and even into sin. Finally, Dr. Almy gives us his views on what Christian counseling should resemble and how we as Christian need to go about helping others.

The reader should take care because not everything in Almy's book is scripturally sound. On occasion, Almy seems to back up his points with inappropriate Scripture references and some of the proposals that he makes are extreme. Almy's book, however, is an excellent tool for opening our eyes. It causes us to analyze our own practices. Although he addresses complex issues, he uses simple language, he explains concepts clearly, and he gets right to the point without wasting the reader's time.

If we are truly concerned about our students, if we don't want to preach lies to them or believe these non-biblical concepts ourselves, if we truly want to help them, their mental state, and their

souls, then we must be certain that the counseling we give them and the counselors we refer them to are truly Christian. We must make use of the knowledge God has given us about how our minds function, but we have to apply God's Word to psychology and not merely attempt to find a way to fit God's Word into psychology. Dr. Almy

believes, "The Biblical prescription for the care of souls will always be thoroughly opposed to the false gospel of insight-orientated counseling psychology. One is right; the other is fatally wrong. Both cannot be true" (83).

Daniel Tomczyk is a student at Martin Luther College, New Ulm, Minnesota.