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OCTOBER 2000

The Lutheran Educator

The WELS Education Journal



The Lutheran Educator

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

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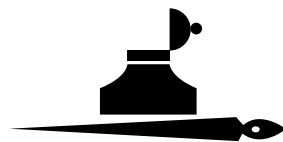
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The Well-known Christian

A long (long) time ago there was a poem by Emily Dickinson that satisfied my adolescent angst:

I'm Nobody! Who are you?
Are you—Nobody—Too?
Then there's a pair of us?
Don't tell! they'd advertise—you know!

Things change. I now order something over the phone, give them my name and zip code, and I can imagine the computer monitor they are looking at: my name, age, credit card number, address, telephone number, weight, shoe size, and whatever. How do they know so much about me and why should they? I log on to Amazon.com and I am greeted by name and given suggestions for books I might wish to read. I don't even know sometimes what I want to read and why should Amazon.com know? The Genome Project now can nail down every one of my 100,000 genes and 3 billion bits of something. That would give them more about me than I know or want to know. And why should they know that? It is a scary and strange world where privacy is a right argued before the Supreme Court as a justification for abortion and yet that same right is flouted in science, commerce, and entertainment.

But then I remember that being known is a good thing when the knower is someone who loves me and cares for me. Spouses should know spouses, children should know parents, parents should know children, friends should know friends, and teachers should know students. Such knowing is not voyeurism; it is knowing by people who nurture us. We want these people to know us and we want to know them because that is how we can serve them and they us.

There is even a better Knower. God knows us. The psalmist says: "I obey your precepts and your statutes, for all my ways are known to you" (119:168). The psalmist is not some Survivor character, watching what he says and does because millions are observing. The psalmist is speaking for all children of God, for you and me. God knows us, warts and all, yet he loves us in spite of what he knows we are. God knows you and me better than the Genome Project ever will because he sees that sin that is even more a part of our nature than our genes. Yet he loves us and has redeemed us through his Son. We respond then to that love with faithful obedience to his "precepts and statutes."

Now in this school year, you can teach your children to be knowers and to be known. Teach them to know God in his love and mercy and faithfulness. Teach them to share with God in their prayers. Teach them to take comfort that God knows them down to the very number of hairs on their heads. Teach them to share what they know with those who don't know.

You aren't a Nobody; you are a well-known Christian.

JRI

Prayer for Our Christian Teachers

Patricia M. Grabitske

LORD OF THE HARVEST, Teacher of all,

Hear this fervent plea that special gifts be given to the men and women, your servants in the teaching ministry, who stand before a classroom of your children each day. Lord, you are the best teacher's resource, truly the only source for all the energy, ability, and wisdom that will be needed to guide the young people entrusted to them this school year. Give each teacher a measure of patience to deal with the sinful natures that so often manifest themselves in the classroom.

The world proclaims that emphasis on character education will curb undesirable actions and mold the child into the perfect citizen. Remind your teachers that the wisdom of the world is foolishness in your sight and direct them to your Word for guidance and wisdom. Lead these teachers to value and model true Christian character traits. May they be imitators of Christ and so through their fine examples teach the children the value and importance of Christian character traits. Let the children see Christ in their teachers and may the world see Christ in the children.

In whatever capacity teachers must serve, let them display commitment. Whether the job be large or small, unseen or very public, let them show the impor-

tance of doing the very best with the abilities you have given to them. Keep your teachers from the temptation to procrastinate or to cut corners and thus diminish the glory each task should give to you. Instead, fill your servants with a zeal to do all their tasks to your glory, and through example show the children the joy of doing each task as best they can, willingly, completely, thoroughly, and promptly.

Grant each of your teachers a large measure of humility. Whatever successes you allow in their lives, Lord, may all glory and credit be given to you. Keep pride and arrogance out of their hearts. Fill those hearts with love for you and abundant joy in your service. Make them cautious in announcing their successes but bold in proclaiming your praise.

Help every teacher respect all your people.

Especially lead them to respect their colleagues, students, and the families they contact in their calling. Lord, lead them to an appreciation of the unique set of gifts you have given each called servant to use in your service. Remind them that you have called each one to serve in a specific place at a specific time to fulfill your master plan. Give them confidence in your greater wisdom and keep the spirit of distrust and questioning from their minds and hearts. Remind them

also that each child, parent, or caregiver has been given a unique set of abilities and that each needs to be accepted as your beloved child. Lead those servants to discover the strengths of each child and with love and patience guide that child's development in a way that will glorify you.

But, Lord, sin gets in the way. Lead each of your servants to live life with integrity. Give them the strength to do what is right, even when the sinful flesh would deter them. They need the strength to stand up for what is right, even when they must stand alone.

Give them the words and wisdom to speak your truth in love. Make them honest, loyal, fair-minded, courageous, and industrious. Give them the courage to be honest, even when that honesty may harm personal interests. Make each action and reaction one that best reflects the Savior's love. Let them feel their Savior's presence as he guides them through each day.

This sinful world is so full of problems. Lord, make your servants sensitive to difficulties in the lives of co-workers and students. Help them reach out to others in loving sympathy and with the comfort of your Word. Give them the ability to reflect Christ's compassion with a willingness to help solve those problems as their abilities and resources allow. May this sympathy display itself in a spirit of cooperation, helpfulness, and friendship.

Lord, one more character trait your teachers need is truthfulness, not the truthfulness of honesty and lack of deceit, but truth-full-ness. Fill them with your

Truth. Help them to place personal Bible study, Bible classes, and daily devotions at the top of the priority list. Your Word should so permeate every fiber of their being that it will naturally spill over into every relationship in their lives.

Yes, Lord, if it is your will, bless your teachers with the Christian character traits of

Commitment
Humility
Respect
Integrity
Sympathy, and
Truth-full-ness,

that they may be true imitators of Christ and models of Christian living for those they serve.

Help all your servants reflect Christ in their lives. May that reflection of our loving Savior model true Christian character for the lambs you have placed in their care, even for all who cross their paths. Through their teachers' examples, may the children learn to use your strength and gifts of Christian character to battle the manifestations of their sinful natures and give glory to you in all they do.

Bless our teachers, Lord.

In Jesus, the Master Teacher's name.

Amen.



Pat Grabitske teaches at Trinity Belle Plaine, Minnesota

How Has the Computer Changed Your Publications?

James Grunwald

AS A RESULT OF RECENT advances in computer technology, many congregations and schools now produce more of their own publications and in greater numbers than they did in the past. But, has the computer made the design of these publications better or worse?

One of the assignments in the Computer Applications course which I teach to freshmen at Martin Luther College deals with evaluating and designing church bulletins and school newsletters. The students in the class use mail merge between Microsoft Access and Microsoft Word to send out letters to the pastors and principals of our synod requesting that a sample church bulletin or school newsletter be sent to the student. Along with the samples sent back to the students, the pastors and teachers sometimes mention that they are open to any suggestions we might have for improvement of their publication. Please consider this article to be a response to such requests.

The primary reference book which the students use to learn about simple design issues is *The Non-Designer's Design Book* by Robin Williams, a book which is a widely recognized and used in intro-

ductory design classes in many universities. There are four main design issues which anyone creating a publication, whether it be a poster, flyer, church bulletin, school or church newsletter, or the "Wednesday Note Home" to the parents, should consider. These basic design principles are *proximity*, *alignment*, *repetition*, and *contrast* (PARC).

Proximity refers to grouping related items together in order to better organize the content. An example in a newsletter would be to put the school name, address, phone number, contact person, etc., in the same area. Another example would be to list all announcements of upcoming events in an individual section.

Proximity also implies that items which are not closely related should not be placed together, instead use plenty of white space (blank space) between separate items. For example, on a poster put equal amounts of white space between items of equal value, such as a series of upcoming events, but put a greater amount of white space between the entire series of events and the section of information on how to obtain additional information.

The next design principle is

alignment, which refers to how items are placed on a page in order to give the page the appearance of visual organization and unity. Nothing should be haphazardly or arbitrarily placed on the page. Instead, every item on the page should be visually aligned with something else on the page.

Center alignment is the most com-

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As important as design issues are, we must not put undue emphasis on design and lose sight of the reason for the publication.

”

mon alignment used by beginners, but is often over-used. Many designers suggest using center alignment sparingly because it is so common and tends to make your work look the same as everyone else. An appropriate use of center alignment would be to center titles, but avoid centering articles, lists, or everything on a poster. Also, be careful to avoid the extreme of mixing too many alignments on the same page.

The third basic design principle is *repetition* or consistency and is used to add a sense of unity or cohesiveness to the

publication. Repetition is as simple as using the same font size and style for all headings within the publication, a consistent font size and style for each article, the same bullet style in each of the lists, the same border style around framed objects, the same size indentation for new paragraphs, the same number of blank lines between articles or sections, consistent placement of the page number or footer on multiple pages, etc.

The most blatant abuse of repetition is using a different font for each new title or section of a publication, as if trying to impress someone with all the different typefaces your printer can produce. A less severe abuse of the repetition principle, but just as noticeable, is to reduce the font size of the final article or paragraph just to make it fit on the page, or worse yet, increasing the font size to fill the page.

The final basic design principle is *contrast*, which is the design principle, which adds the most visual interest to your publication, as well as serving as an organizational aid. The two most common methods of adding contrast to a publication are through the use of boldness, also known as text weight, and font size. However, contrast is only created when there is a striking difference between two items. You cannot get much contrast between 12-point and 14-point font sizes or between dark gray and black.

Sometimes beginners try to add contrast, or draw attention to something, by typing it in all caps, underlining it, or even double underlining. All caps and

underlining are items left over from the days of typewriters when it was almost impossible to add contrast by any other



means. Since the advent of word processing and desktop publishing programs, boldness and font size are the preferred methods of adding contrast within publications. Typing something in all caps takes up more space, decreases readability, and increases contrast to a lesser degree than typing the same words in bolded lowercase letters in a larger font size.

In addition to the four design principles, a word is in order regarding the thousands of different fonts or typefaces that are available through the computer. The first simple rule is not to use more than three different fonts on a single page. Remember, there is no need to impress anyone with all the different

fonts your printer can print. Secondly, certain fonts were created for use in titles or headings, and others for use in the body text. Don't mix them up! Serif fonts, those with little appendages at the foot of the lowercase letters, are meant for use in paragraphs of text because the serifs help the eye move along the baseline which increases the rapid readability of the material. A commonly used serif font is Times New Roman. Sans serif fonts, such as Arial, don't have serifs and are often used for titles and headings. Script and decorative fonts are often used in greeting cards, and generally should not be used for articles in publications because they make the text difficult to read rapidly.

Below is my list of the seven worst violations of the principles of good design. Many of these violations did not even exist before people were empowered with word processing and desktop publishing programs. The computer is a wonderful tool, but it has also enabled people to do things which they never would have wasted their time doing with a typewriter, things which violate the basic principles of good design.

✍️ *Using a different font for each new section or article.* Along with this type of violation I would include such things as changing to a different bullet style or border style with each new section of the publication. These items violate the basic principle of repetition.

✍️ *Typing an entire section in all caps, bold, italic, or underline.* This violates the principle of contrast. As an example, making an entire page bold adds no more contrast than typing the entire

page without bold. (Please note, in a church service folder it would be appropriate to type the entire section which the congregation speaks in bold. The point is that a general principle may be broken if you have a very good reason to violate it.)

✍️ *Haphazardly placing information on a page wherever there is room, thus violating the principle of alignment.* Along with this, don't try to fill up every available space on a page. Plenty of white space is desirable.

✍️ *Centering everything on the page.* Among those who have studied design issues, centering everything is considered common, overused, boring, and an example of poor alignment. Notice that I did not say never use center, I said use it sparingly.

✍️ *Typing something in bold, underlined or double underlined, and italic all at the same time.* This is a carry-over from the days of typewriters. As a general rule of thumb, use bold, font size, and white space in order to make something stand out and be noticed in order to uphold the principle of contrast.

✍️ *Changing the font size of something just to make it fit on the page* rather than rewording the information and keeping the font size consistent in order to uphold the principle of repetition.

✍️ *Having a graphic appear in the middle of the page with lines of text continuing from the left side of the graphic to the right side.* In other words, as you read you have to skip across the graphic to read the information on the other side, thus violating the principle of proximity.

As important as design issues are, we must not put undue emphasis on design and lose sight of the reason for the publication. The main purpose of a publication is to convey valuable information to the reader, whether it be a parent, parishioner, or prospective member. However, a publication that isn't designed well can look very unprofessional, reflect poorly on the organization that produced it, and can cause the potential reader to ignore the content of the publication entirely. Following a few simple design principles can make your information more attractive, as well as easier to read and comprehend.

WORK CITED

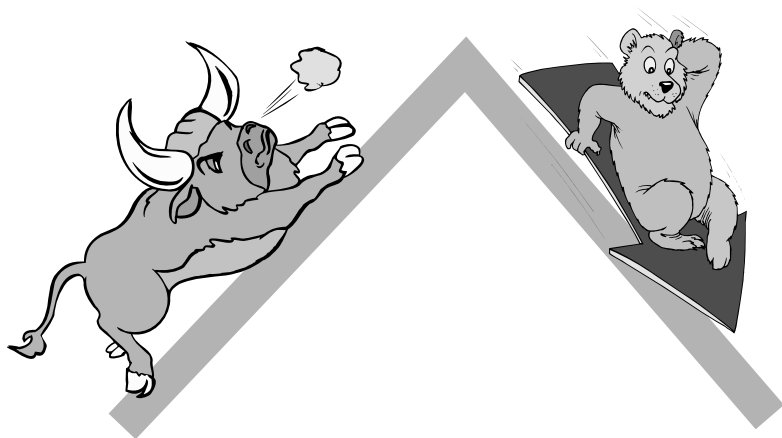
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James Grunwald teaches and serves as the Director of Academic Computing at Martin Luther College, New Ulm, Minnesota.



Stock Market Simulation

Dennis Steinbrenner



STUDENTS ENROLLED in senior principles of economics at Manitowoc Lutheran High School have an opportunity to experience first hand the many aspects of investing in the stock market. Each student is required to establish and manage a portfolio of common stock. The simulation begins during the third week of September and ends with the liquidation of all equity prior to the Christmas break.

It is difficult for high school students to relate to issues such as their retirement income, financing a home purchase, or funding college for their children. They do however pay attention

when asked how they are planning to repay their college loans. Their interest is heightened when they are informed that the average college graduate has a \$15,000 college loan indebtedness which will require monthly payments of \$180 for ten years to amortize.

The students are instructed in corporate structure and ownership prior to the start of the simulation. They must also be introduced to the business cycle. This knowledge will allow them to "ride out" contractions without panic. It also reinforces the theme of long term investing verses speculation. Once these concepts are understood, they are introduced to general stock market concepts such as stock exchanges and indexes, the role of the broker, reading stock quotations, and common and preferred

The program Mr. Steinbrenner describes in this article was chosen as a finalist in the AAL Lutheran Educators Award for Financial Fitness programs.

stock. Using Value Line Investment Survey, two blue chip companies, one with solid growth and one that is cyclical (example: General Electric and Caterpillar), are compared to demonstrate factors such as earnings per share, sales growth, P/E ratio, book value, data, dividends, financial strength and price stability.

“

*Long term investing,
not speculation, is the
most secure path to
success.*

”

At this point most students feel somewhat overwhelmed. It is important to address this feeling in class. They will become very comfortable with the concept of investing as the semester progresses. Most of this content will be repeated and expanded during the semester as they apply to the principles of microeconomics.

It is now time for each student to select the stocks that will make up a portfolio. The main tool used in the simulation is Value Line Investment Survey (Value Line Publishing, 220 East 42nd street, New York, NY 10017-5891; 1-800-833-0046; www.valueline.com). A ten-week trial subscription costs about \$55.00. The company produces a one

page listing of information on about 1700 companies. This information is totally updated every thirteen weeks. Most public libraries subscribe to this publication. Value Line ranks industries from 1–92 in order of timeliness. They also list timely stocks in timely industries. Value Line produces a timely rating and a safety rank for each company on a scale of 1-5. In addition to Value Line, there are many publications and web sites that will offer advice on “hot stocks” (*Money Magazine*, *Investors Business Daily*, www.finance.yahoo.com, www.forbes.com). In order to keep abreast of the “Street,” the students are required to read and summarize two articles each week from the *Wall Street Journal*.

Each student is extended a \$100,000 line of credit. They must purchase a minimum of five companies and have at least 90% of their money invested at all times. They may buy and sell as often as they wish, however their portfolio must contain at least five companies at all times. They must pay a broker fee of 2% to buy and 2% to sell. The students are restricted to common stocks listed in Value Line Investment Survey. When the students select a company they must do research on that company using Value Line and fill out a Stock Purchase Report (see page 13). These reports are kept on file in the classroom. The student must also record this purchase in a portfolio (see page 12). They must also keep a daily graph of the stock price. This may be a pencil and paper graph or one that is computer generated.

Some students buy and sell frequently

while others buy five companies and want to hold them for the duration of the simulation. Therefore, all students must sell one of their companies and buy a replacement stock during the first two weeks of November.

The simulation is terminated before Christmas break. In the two weeks prior to the break the students must liquidate their holdings and repay the \$100,000 line of credit. Because of record keeping problems, students do not receive dividends and they are not paid interest on the unused portion of their line of credit. They must hand in their portfolio, graphs, and stock purchase reports.

Most students realize a gain during the expansion phase of the business cycle. The earnings record for this simulation is \$230,000. Throughout this project most students come to realize the benefits of an investment program in their lives. During the preceding four months the students have been speculating. Long term investing, not speculation, is the most secure path to success. Therefore, it is very important that sometime during the simulation, they are introduced to the concept of mutual funds. One class period is dedicated to

this topic. The students are given current earnings rankings of the various types of funds and “800” telephone numbers for the funds so that they could call and order prospectuses in order to enroll in an appropriate fund. Using automatic withdrawal, a student can establish a personal account for as little as \$50 per month.

During the simulation the students grow in confidence and understanding of the equities market. Typical hallway conversation consists of questions such as, “How is the Dow doing?”; “Will the Fed raise interest rates?”; “My stock went up (or down) five points, should I sell?”; “Did my company’s stock split?” Total classroom time devoted to the simulation is about six periods during the semester. Judging by the students’ response, it is time well spent.

Dennis Steinbrenner serves as social studies department chairman and athletic director at Manitowoc Lutheran High School, Manitowoc, Wisconsin

Stock portfolio of _____

Page # _____

Transaction date	Name of stock	Number of shares	Price per share	Purchase			Sale			Financial position
				Gross cost	Brokerage fee	Net cost	Gross proceeds	Brokerage Fee	Net Proceeds	
										\$100,000

Name: _____ Hour: _____

Stock Purchase Report

Company _____ Exchange _____ Symbol _____

Purchase price _____ Purchase date _____ Timeliness _____ Safety _____

Financial strength _____ Price stability _____ Price growth persistence _____

Earnings predictability _____ PE ratio _____ Bata _____ Book value _____

Dividend yield _____ Number of shares of common stock _____

_____ Stock price projection
(years) High _____ Low _____

Technical data

	Projection	Most recent	Past one year	Past two years
Highest price per share	_____	_____	_____	_____
Lowest price per share	_____	_____	_____	_____
Revenue per share	_____	_____	_____	_____
Earnings per share	_____	_____	_____	_____
Dividends per share	_____	_____	_____	_____

Prospects

Physical Education and Its Contribution to General Education

John H. Gronholz

Background

Physical education has undergone significant change since most of us were in school. The scope and focus are much broader, the settings are more diverse, and the influence on the lives of participants is greater. Many factors have contributed to the paradigm shift in physical education. Since the 1960s the knowledge base of physical education has grown rapidly. Scholarly research and writing have been instrumental in producing a discipline and a profession with many sub-disciplines. Scientific research has improved our knowledge of human movement and human performance. Medical research and research on physical activity have demonstrated a definite link between exercise and a fuller measure of health and a better quality of life. It is hoped that examining some of these changes as background information will serve to

clarify the role of physical education in the general education curriculum of Martin Luther College.

The scope of physical education has changed dramatically in recent years. In the past, programs were organized to provide instruction for school age children, youth, and young adults. Today, physical education has expanded the scope of its influence to include people of all ages, from the very young to the very old. Today we know that the process of becoming physically educated does not end with formal education, but rather it is an ongoing process that continues throughout life. The July 1996 *Surgeon General's Report* (SGR) will probably serve as the greatest single influence to date on the scope of physical education in America. This is the first *Surgeon General's Report* to address physical activity and health and it very clearly and emphatically warns that physical inactivity is a major public health concern. In addition to supporting vigorous physical activity on most days of the week, it points out that millions of Americans suffer from illnesses that can be prevented or improved through regular physical activity. It also states that regular physical activity improves health in the following ways:

Professor Gronholz presented this paper to the faculty of Martin Luther College as part of the college's work of curriculum revision. The editors believed that it merited a wider distribution because the thoughts he expressed could well apply to the elementary and secondary schools of our synod.

- * Reduces the risk of dying prematurely
- * Reduces the risk of dying from heart disease
- * Reduces the risk of developing diabetes
- * Reduces the risk of developing high blood pressure
- * Helps reduce blood pressure in people who already have high blood pressure
- * Reduces the risk of developing colon cancer
- * Reduces feelings of depression and anxiety
- * Helps control weight
- * Helps build and maintain healthy bones, muscles, and joints
- * Helps older adults become stronger and better able to move about without falling
- * Promotes psychological well being

It is hoped that this SGR and other initiatives will help to move our people from a nation concerned about health care to a nation more concerned about prevention of health problems. The expanding scope of physical education can play a major role in this process. For a copy of the 1996 SGR and for more information on related issues go to The Center for Disease Control at www.cdc.gov/nccdphp/sgr/mm.htm

The focus of instruction in physical education has also changed over the years. From time to time the philosophical orientation has been to promote physical education as "education of the physical." Education of the physical focused on the development of the body and physical skills, employing mainly drill techniques and physical

training type activities. In more recent years the philosophical orientation has promoted physical education as "education through the physical." Education through the physical emphasizes instruction that contributes to the development of the whole person, employing a variety of techniques and activities that affect the overall motor performance, health, and quality of life of the participants. In the recent past, curriculum content has often focused mainly on sports and competition. While sport education may still be a part of the curriculum, today's broader focus includes activities that promote a lifespan involvement in movement.

The focus of physical education has been refined by the efforts of leaders within the discipline who sought to answer the question, "What should students know and be able to do?" The National Association for Sport and Physical Education (NASPE), an organization within the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD), produced a document in 1990 that has influenced curricular decision-making at all levels. The document entitled "Definition of a Physically Educated Person" identifies five major focus areas, stating that a physically educated person:

- * Has learned skills necessary to perform a variety of physical activities
- * Is physically fit
- * Participates regularly in physical activity
- * Knows the implications of and the benefits from involvement in physical activities

*** Values physical activity and its contributions to a healthy lifestyle**

This definition was eventually expanded to twenty outcome statements that further describe a physically educated person. This document gave impetus to the development of a 1992 document entitled “Outcomes of Quality Physical Education Programs,” which in turn gave birth to “Moving Into the Future: National Standards for Physical Education” published in 1995. While much of this material was developed with K-12 students in mind, these documents and the changes they produce will weigh heavily on the focus of college level physical education because of the changing needs, abilities, and expectations of the high school graduate.

The changes in the scope and focus of physical education have caused the settings in which physical education takes place to expand. In the past, classes and activities were conducted on school property or in facilities within a short distance from the school. Today, the curriculum includes activities conducted at fitness/health centers, community recreation centers, trails, parks, lakes, and wilderness areas. Basically, the world around us has become the physical education classroom providing real-life settings for movement activities.

Physical education's special contributions to general education

Physical education plays an indispensable role in the program of general education at Martin Luther College because

it contributes to the development of the whole person by emphasizing growth in the psychomotor, cognitive, and affective domains of learning. While it is generally agreed that learning is an interrelated process involving many factors and producing growth in more than one domain at a time, examining the contribution of physical education in each domain is convenient for this discussion.

The psychomotor domain of learning focuses on the development and refinement of movement skills and physical fitness. Movement is a wonderful gift from God that we often take for granted until the ability is diminished, blunted, or lost. While movement is not absolutely essential to life, God did design the human body for movement and it certainly adds richness and fullness to our life's experiences and our service to God. Movement is the keystone of physical education. Developing proficiency in movement performance is critical to maintaining an active lifestyle across the lifespan. Physical education is the only discipline in our curriculum that extensively promotes learning in the psychomotor domain. Our program of activity courses provides instructional experiences that develop competence in movement skills and confidence in the ability to move efficiently in performing everyday functions and a wide variety of sports and other physical activities. Furthermore, our program provides opportunity for growth in the development and maintenance of physical fitness. Emphasis is placed on the development of the health-related components of cardiovascular endurance,

muscular strength, muscular endurance, flexibility, and body composition.

Physical education contributes to cognitive development by providing experiences that improve the functional relationship between mind and body. All movements, except our reflexes, involve cognitive functions. The process involved in learning in physical education is essentially the same process used in learning a piece of choir music, a foreign language, or learning about the rise and fall of empires. Our students are given opportunities to learn historical information, customs, and activities of other cultures, terminology, rules, strategies, and safety considerations in conjunction with a variety of movement activities. Basic principles of exercise physiology are stressed in order that students learn to exercise safely and effectively. In addition, problem solving and critical thinking play an important role in the teaching methods used in physical education. Students are given opportunities to identify the key components of a skill, analyze the result of their actions, and synthesize this information into necessary changes to improve performance. Cognitive growth occurs when students understand that physical activity is necessary if a healthy, active lifestyle is to be maintained. Knowing how to develop an exercise program that provides the right amount of frequency, intensity, and duration for personal growth is part of our program of instruction.

Growth in the affective domain is fostered through an emphasis on the development of Christian values, inter-

ests, attitudes, and social skills related to movement. Developing "playfulness" is considered an essential attitude in achieving effective social skills. In addition, developing confidence in the ability to move effectively plays an influential role in lifestyle choices.

Physical education provides experiences that encourage cooperation, fair play, courtesy, courage, responsibility, confidence, and an appreciation of one's God-given abilities and the abilities of others. Opportunities to apply the principles of Christian love abound in the cooperative or competitive settings found in physical education. By developing God-pleasing values and attitudes about physical activity that contribute to an active lifestyle, students are given an opportunity to appreciate more fully what the psalmist meant when he said, "I praise you because I am fearfully and wonderfully made" (Ps 139:14).

Physical education complements the other disciplines in the curriculum

While our college curriculum organizes subject matter into discrete areas, it can be argued that information learned in one discipline can and should complement and transfer to learning in other disciplines in general education. The content of some of our physical education curriculum can be transferred to other disciplines and some of the content of other disciplines can be transferred to physical education learning experiences.

Physical education plays a supportive role in equipping our students for the

ministry as well as for personal and community life by stressing Christian values. While studying God's Word is not the primary focus of our physical education classes, God's Word and service to God is certainly the driving force behind what we do. All courses are taught from the perspective of developing our God-given talents to glorify him. Developing one's movement potential not only will serve to enrich one's personal life and service, but it can be a powerful tool in influencing the lives of those served.

In addition, physical education can provide laboratory experiences for students to apply knowledge they have gained from a variety of science courses. Information learned in physics about balance, the laws of motion, forces, levers, and other mechanical principles can be applied to many movement experiences. Force is the starting point for all movement. A student choosing to switch from a "hammer/nail" tennis serve to a full overhead serve has learned the advantages of using a longer lever to produce greater force in the tennis serve. Balance is a critical factor in all movement performance. Science teaches us that there are three primary factors involved in maintaining balance, (1) center of gravity, (2) line of gravity, and (3) base of support. Most, if not all, movement involves the understanding and application of these principles. Higher levels of performance require a greater degree of balance.

What students have learned in biology, anatomy, and physiology about the muscles, the nervous system, the respira-

tory system, and the cardiovascular system readily transfers into the physical education setting. These topics are part of any of our courses where the students learn about the changes that take place in the human body as a result of exercise. In turn, this broad knowledge of the body can be used to understand more fully concepts related to care and prevention of exercise injuries.

A variety of physical education settings affords students opportunities to use math and geography skills. Math skills are used to tally a bowling score, calculate energy expenditure, determine target heart rate, or to use the scale on a topographic map to measure the distance from one control point to another. Map and compass reading skills developed in geography courses can be transferred and applied to the use of map and compass to cover an unfamiliar course in orienteering class.

Moreover, a quality physical education program enhances the health and well being of its students, allowing them to work more efficiently and productively. Students who are physically active and healthy tend to possess more stamina and approach their work with more vigor. It is widely believed that regular physical activity can reduce susceptibility to depression and anxiety and can help individuals manage stress more effectively. Thus, developing an active lifestyle will not only benefit our students while they are on campus, but such attitudes and habits will help to keep them "fit" for the rigors of life and service in the ministry.

Physical education can complement

our over-all program and purpose by providing interesting and enjoyable “change of pace” experiences. The change from classroom activities that are predominately cognitive in nature to activities that involve movement adds variety and brings a refreshing change of pace to the daily schedule. Physical activity can also provide a more socially active environment giving students opportunity to broaden social contacts and sharpen social skills.

How physical education depends on the other disciplines for full effectiveness

The single most important contribution other disciplines and faculty can make to physical education is to provide sincere, enthusiastic support. Each of us needs to value movement and the human body as personal gifts from our gracious Creator. We need to speak highly of the purpose and value of our bodies and movement and the role they play in a life of service. We need to be knowledgeable about the importance of movement and physical activity and how they relate to one’s health and well-being. We can be an advocate of an active lifestyle by being active ourselves. We need to use the teachable moments that arise in other classes to relate concepts being taught to applicable movement examples. Finally, we can encourage our students to value the role that physical education plays in our lives.

Unfortunately the general public confuses physical education with sports and competition. This being the case, some are led to believe that physical educa-

tion is not for them because they are not athletic. Each of us needs to take an active role in educating our students about the difference between the two. We can’t just dismiss physical education as frivolous, non-academic, non-essential, or as a discipline that is only for the athletes on campus. Rather, we need to see physical education as something valuable for everyone; an asset to the over-all training of not only our youth on this campus, but to all of the people of Christ’s church.

Conclusion

Every student that attends MLC will benefit from instruction in physical education. Our graduates will go on to occupy positions with the potential to exert tremendous influence on the lives they touch. While the rewards of service are great, the task can be rigorous and demanding. Thus, it is part of our mission to educate our students to be physically educated adults, demonstrating their love for Christ and service to God through a physically active lifestyle.

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Homeschoolers Have an Agenda!

Susan Zohar

AT THE BEGINNING OF EVERY new semester, many parents decide to homeschool or they are seriously considering it. Why do parents choose this alternative to public and private education? Is this a viable alternative for our children?

The reasons to homeschool are as numerous as the parents who choose it. They range from poor academic achievement to sinful peer influence. They cover every possible stance between biblical responsibility to a lack of discipline in the schools. Many reasons can be the most sincere type of motivation a parent can have: the desire to do what is best for their children.

The choice to homeschool, however, is not a perfect solution to every problem. There are several situations that continue to plague homeschoolers. Not the least of these is discipline.

Webster defines discipline as "instruction; improvement of behavior by judicious penal methods." Perhaps a more Christian definition of discipline is "teaching God-pleasing behavior." Using this definition, the homeschool teacher has a unique opportunity not available to other parents or teachers.

The homeschool teacher can judiciously apply God's law tempered with

his Gospel to every aspect of the student's life. The continuity of this instruction is made possible by the familial relationship between the teacher and the student. It is also facilitated by the close proximity of the two for a great majority of their time. The homeschool teacher also has the opportunity to discuss what happened during the formal instruction time in the leisure time after dinner. The advantage is that the teacher was present when the difficulty occurred. Rather than accusing a student, he or she can feed first hand, factual information into the discussion.

The problem, however, is that the teacher is dealing with his (or her) own child. There are few teachers who will disagree with the concept that one's own children tend to push the limits further than someone else's children. The homeschool teacher quickly learns that absolute consistency is absolutely necessary.

What a strain that can be! However, through the regular use of prayer, even that can be overcome. Thus, the homeschool teacher is very much like the WELS teacher who has his own child in his classroom. Homeschooling actually becomes a life style, as it does for the WELS teacher, based on the fact that teacher and student are together every

waking hour.

Socialization remains a concern for homeschoolers. It is difficult to rear well-adjusted young adults in isolation. Children need guided interaction with others to develop social skills.

This is where the church family becomes an integral part of homeschooling. It is essential to keep homeschooled children active in Sunday school, VBS, confirmation class, youth groups, and any other opportunity provided by the parish.

Homeschoolers need congregational support and prayers as much as any child in the parish. Perhaps, they need a little more support than the others do because homeschool teachers are pioneers. They are following a trail that has its beginning in the family of Adam and Eve. They are rearing their children in a time-proven manner. Since creation, mothers and fathers have been teaching their children what they need to learn. They firmly and lovingly guide their children with God's Word. Their ultimate goal is to raise intelligent, literate young men and women who have a sincere love for their Savior.

Some professional educators have expressed a concern for the possible lack of academic achievement among homeschooled children. However, the 1998 SAT 9 tests in Arkansas showed that children who were homeschooled scored on an average above the seventieth percentile nationally. Public schooled children in the state of Arkansas scored an average in the forty-second percentile nationally. The statistics speak for themselves!

Curriculum remains an ongoing headache for homeschool teachers. Obviously, state approved curricula, with their humanistic agenda, are not appropriate for Christian households.

Therein lies another problem. Several publishing companies offer "Christian" curricula. The problem is that in the secular world, "Christian" has become a generic term. It can cover any stance from WELS to L.D.S. to charismatics. Thankfully, the Commission on Parish Schools in WELS began working with homeschool teachers this last summer, developing appropriate WELS material and giving them support.

In conclusion, homeschool teachers are parents who are sincerely concerned about their children's spiritual and secular education. Homeschoolers need parish and synodical support as much as any other educational system.

Won't you pray for them today?

Susan Zohar is a member of Trinity Lutheran Church in Mt. Home, AR. She is homeschooling two children.



To Group or Not to Group

John R. Isch

THIRTY YEARS AGO Rist (1970) described the subtle and disastrous effects when schools group children on their likelihood of success. Kindergarten had become, in Rist's description, the sorting place for African-American children, a racist segregation of the worst kind. Grouping children for instruction doesn't have to be what Rist described, but it remains a contentious issue in education.

When teachers and schools try to make decisions about ability grouping, they often form their opinions on personal experiences or deductions. Rarely do practitioners in education base their beliefs on research, because they assume there is no research, or the research supports their belief, or the research is wrong if it doesn't. It should be no surprise, therefore, that grouping is one of a select group of issues in education where research and practice diverge and have diverged for sixty some years.

The practice of grouping continues to be very prevalent. A recent survey indicated that approximately 86% of public school students in the U.S. mid-



dle and high schools are in some kind of ability-grouped class for mathematics instruction (Chubb and Moe 1991).

One of the reasons for this gap between research and practice is confusion over what is meant by ability grouping. Even the term is changing. The preferred term now is skill grouping because "skill" suggests a less permanent quality than "ability." There are three main varieties of skill or ability grouping, each with numerous subcategories. A particular kind of grouping is generally found at a specific level of school.

Within class grouping

The first variety is when a teacher takes a classroom of students and divides them, by ability or achievement, into two or more groups for purposes of instruction in a particular subject. For example, a teacher in a third grade

classroom may divide the class into three reading groups, based on the children's reading ability. When the time for reading comes, the teacher instructs each group separately, varying the pace, content, and assignment as needed for each level of ability. A teacher in a high school physical education class divides the students into two groups based on athletic skill and provides different activities or exercises for the two groups. A teacher in a college composition class selects certain students for in-class intensive grammar instruction. In each of these cases the students are all in one intact class and while one group is receiving specific instruction, the other group is working on some independent activity. This arrangement is called within class grouping and is mostly likely found in the elementary school, grades 1-6. Research generally favors such ability grouping as long as certain conditions are met. The groups are formed for only one subject; students, based on their progress, can move between groups readily; and quality instruction is provided in all groups.

Between class grouping

The second type of ability or skill grouping occurs when an age cohort of students, such as ninth graders, is divided by ability into different classes for instruction in a particular subject. This would occur if an entire third grade in a large elementary school were sectioned by ability into three or more groups of twenty or so students. Each of these groups would be taught by a different

teacher and the pace, content, and assignments would vary among the classrooms. This grouping could be for all subjects, that is, the children would remain together all year, or the separate classrooms could exist for only one subject such as arithmetic. A school could also divide the in-coming ninth graders on the basis of language skills and place them in different levels of a freshman English class. A college could section freshmen to different levels of an introductory music class. The sectioning would be based on a test of musical knowledge or performance. In each of these cases the students form a separate class that remains together throughout the course of instruction (semester, year). The groups may or may not have the same teacher, but the course they take has the same name (third grade, freshmen English, introduction to music). Although there are likely variations in content, pace, and assignment, the student record does not indicate a different course. This is called between class grouping. It is typically found in the middle school and junior high school (grades 6-10). Research generally indicates this grouping has no beneficial effects at any level of ability, and may, in fact, have deleterious effects on some students.

Tracking

A third variety of grouping occurs when students are placed in different classes, programs, or even schools based on ability or skill. Thus entering high school freshmen may be divided into

those who take general mathematics and those who take algebra 1, a high school may direct some students into college prep programs and others into vocational education programs, or particularly gifted students may gain entrance into an exclusive prep school while the less able may find themselves in schools that emphasize remedial instruction. In these cases, the subjects and the content of the classes differ among the students and once in a particular track, course, or school, the type of education a student receives is predictable. In fact, courses such as general mathematics and algebra in high schools are called “gatekeeping courses.” Movement between tracks or schools is difficult because students would lack the prerequisites. This is called tracking or streaming and is most typically found at the senior high school level (grades 10-12). Other than the social implications of tracking, there is little research in this area.

Other flavors

There are types of ability grouping besides these three. These types, however, are of little interest to researchers or they are not currently useful for research. Programs for gifted students that accelerate or provide supplementary instruction don’t interest most researchers in classroom organization. The gifted do well in nearly any program they are put in; that is, in fact, often the definition of giftedness. Nor are advanced placement courses in secondary schools part of the research on

the effects of ability grouping. Other programs that require some prerequisite skill are also of little interest to researchers. For example, it makes little sense to study the differing effects of placing beginning Spanish students in either Spanish 1 or Spanish 2 because beginning students need Spanish 1 before Spanish 2 by definition.

There is also a social concern with grouping. Frequently in between-class grouping and in tracking a disproportionate number of minorities, particularly Hispanics and African-Americans, are placed in the lower ability or skill groups. Even certain kinds of pullout programs for the learning disabled have this effect. The reasons for this are complex, but the current social and political climate is not likely to tolerate classroom grouping that results in segregation by race or ethnicity. Advocacy groups would reject findings that called into question mainstreaming and the courts would likely dismiss grouping arrangements that brought back segregation.

Research

In addition to definition confusion, there is some unclarity about the type and meaning of research on ability grouping. First, most people, pro and con, believe that the bottom line for any effect of grouping has to be academic achievement. Certainly such effects as attitude and motivation are included in much research, but these are included because they may explain achievement gains or losses. Often research does

show positive attitudes (Mosteller et al. 1996). Sometimes teacher opinions are also included, but again generally to explain student achievement. Because achievement is the bottom line, the burden of proof is generally on the proponents of ability grouping. That is, if there are no benefits in terms of student achievement, the case for ability group-

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Most people, pro and con, believe that the bottom line for any effect of grouping has to be academic achievement.

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ing fails. Even if some researcher showed that students, teachers, administrators, or janitors were happier with ability grouping, although there were no differences in achievement, it is likely a case for ability grouping could not be sustained. Even if a researcher showed that teaching was easier (how this would be measured is unclear) with ability grouping, the case could not be sustained because the opponents would claim that schooling should be for the benefit of students, not teachers.

Even though achievement is the effect of choice, there is disagreement

and confusion over what and whom to measure. For example, consider the following scenarios:

A researcher compares the achievement of two groups of ninth graders, one group takes algebra 1 and the other takes general math. The researcher uses tests the teachers in each group had written for their respective class. Most people would dismiss the results as wildly biased and misleading because the researcher is measuring apples with a yardstick and oranges with a scale.

A researcher uses a standardized, nationally normed test for students in algebra 1 and general math classes. Again, most people would reject the research as an attempt to measure apples and oranges (with the same measuring instrument, however) because the students took two different courses.

A researcher measures the effects of ability grouping compared with individualized instruction. Most people would be uneasy because the researcher is examining two different arrangements without a comparison group that is in a typical, ungrouped class.

A researcher uses college entrance rates to determine the effectiveness of college prep and vocational education tracks in a comprehensive high school. Again, apples and oranges would be the response of most readers.

Even for between-class grouping arrangements, there is good and bad research. Suppose a researcher studied two groups of ninth graders who were placed in different levels of a freshman English class. The placement was based on the students' scores on a standard-

ized, commercial test of English mechanics, spelling, and grammar. During the course of the year the students in both classes are exposed to the same content, with the students with weaker skills receiving more intensive instruction in areas where they are weak. The other group perhaps writes more or does other activities during the time when instruction in mechanics may have been given. At the end of the year both groups are given a commercial, standardized test on English grammar, spelling, and mechanics. The scores are compared, and, surprise, the upper ability group has higher scores. Unfair, many would say because the upper ability group had a head start; they started with higher scores and they ended up with higher scores. So the researcher measures gain scores, the difference between each person's score at the beginning of the year and the score at the end of the year. Unfair again, most would say because the upper ability group may have hit the ceiling of the test and therefore had smaller gain scores. Or, on the other hand, the "Matthew effect" may have kicked in which says that in learning the more you have the more you get: More able students learn more because they have a richer background than less able students.

The only "empirically pure" research would be for the investigator to take a population of ninth graders, randomly assign them to either a grouping or a non-grouping treatment. In the grouping section, the researcher would further assign the students to an upper

ability section of English or a lower ability section, thus forming homogeneous groups. In the non-grouping cohort, the students would be assigned to different sections of English regardless of ability, thus forming heterogeneous groups. At the end of the year the students would be compared, using either end-of-the-year scores or gain scores. The high ability students in the homogeneous group would be compared with the able students in the heterogeneous groups and the less able students in the homogeneous group would be compared with their counterparts in the heterogeneous group. The researcher in this design has controlled for all variables that may confound the results and therefore can conclude that any differences in the scores may be attributed to the kind of grouping the student experienced.

This is a difficult kind of research to execute because the researcher has to convince a school to allow him or her to section the students and then randomly assign students and teachers. Such research has been done, but it is rare, particularly today.

An example of such rare research (done on the college level) is Schrank's (1969) study. Schrank divided 200 enlisted airmen (no problem there with fussy school administrators) and randomly assigned them to two groups. One group was sectioned by ability; the other group was assigned to sections randomly. Both groups received the same instruction in college freshmen level mathematics. The groups were then reversed for a second experiment. The ability-sectioned groups were

assigned randomly to sections and the randomly assigned group was now sectioned by ability. In this second round of teaching, the instruction was modified for the ability groups. At the end of

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We found little evidence that skill grouping has a major impact, either positive or negative, on students' cognitive learning.

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both studies (the total experiment took seven months), the students were given identical tests. The slower students who were grouped by ability (homogeneous groups) did no better or worse than less able students who were randomly assigned to groups (heterogeneous groups). Nor did the upper ability students differ in their achievement based on the kind of group they were in. In the second phase of the study where the students received different instruction, the lower ability students did have an advantage when they were in homogeneous groups. The author concluded that “ability grouping for the purpose of providing academic stimulation for superior students is a waste of time”

(475). However, providing that different instruction was given, homogeneous groups may benefit lower ability students.

In his review of this kind of research in secondary schools, Slavin concludes, “... the effects of ability grouping on student achievement are essentially zero.” He gives the following reasons for this no-effect finding:

- * One possibility is that the standardized tests in virtually all of the studies are too insensitive to pick up effects of grouping.
- * It simply does not matter whom students sit next to in a secondary class. Secondary teachers use a very narrow range of teaching methods, overwhelmingly using some form of lecture or discussion.
- * It may be that pace (the amount of time a teacher spends on a topic) is relatively unimportant because a higher pace with lower mastery (which might be found in a heterogeneous classroom) is essentially equivalent to a lower pace with higher mastery (which might be found in a homogeneous, lower ability classroom).
- * Unless teaching methods are systematically changed, school organization has little impact on student achievement.

(Summarized from Slavin 1990, 491-492.)

Mosteller, Light, and Sachs (1996) draw essentially the same conclusion in their review: “We found little evidence that skill grouping has a major impact, either positive or negative, on students’

cognitive learning” (62).

This article began with the observation that research has never been the critical factor in a decision about ability grouping. In the introduction to his review, Slavin (1990, 493) summarizes the points made by the advocates and the detractors of ability grouping.

The case for grouping includes

- * It permits pupils to make progress commensurate with their abilities.
- * It makes possible and adaptation of the technique of instruction to the needs of the group.
- * It reduces failure.
- * It helps to maintain interest and incentive, because bright students are not bored by the participation of the dull.
- * Slower pupils participate more when not eclipsed by those much brighter.
- * It makes teaching easier.
- * It makes possible individual instruction to small slow groups.

The case against grouping includes

- ❖ Slow pupils need the presence of the able students to stimulate them and encourage them.
- ❖ A stigma is attached to low sections, operating to discourage the pupils in these sections.
- ❖ Teachers are unable, or do not have time, to differentiate the work for different levels of ability.
- ❖ Teachers object to the slower groups.
- ❖ Grouping discriminates against minority and lower-class students.
- ❖ Students in low tracks receive a lower pace and lower quality of instruction than do students in the higher tracks.

Most teachers and administrators

make decisions on grouping by accepting or rejecting the points above, based on their own experiences, preferences, or deductions. It is worth noting that none of the reasons, pro or con, deals directly with pupil achievement. When students, usually high school or college, are asked, they generally prefer what they have experienced. Such were the findings of Naugle and Watts (1977) and Vella and Hilgers (1977). Both of these studies used college freshmen composition classes that were sectioned by ability based on essay placement tests. The achievement effects were either modest or absent, but the students and teachers believed homogeneous groups did make teaching more effective. Parents can also favor grouping. In a somewhat dated study, Barton (1964) found that 90 percent of parents favored having their children in skill-grouped classes.

Thus we come to an end. Between-class ability grouping has not met the burden of proof, as proof is defined by research. If such kind of grouping is done, it will have to be done for reasons other than that it helps students succeed in school. The issue of whether to group students by ability or skill has to be resolved on other grounds. Perhaps the issue will be resolved (or become irrelevant) when we find ways to effectively adapt classroom instruction to the individual needs of children, regardless of who happens to be in our classrooms.

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“Naming Airy Nothings”

Ramona Czer

And as imagination bodies forth
The forms of things unknown, the
poet's pen
Turns them to shapes, and gives to
airy nothing
A local habitation and a name.

Shakespeare

Giving a name, indeed, is a poetic art;
all poetry...is but a giving of names.

Thomas Carlyle

“I can't explain what I mean!”
“Something was in the air—you could
feel it!” “If you have to ask if you're in
love, you're not.”

Ever try pinning down a tent made of
gossamer, holding on to a stream of
water, naming an emotion when it's
newborn in your heart? It's like seeing
something, maybe a querulous set to
your grandmother's jaw, even though
she's chirping, “But nothing's wrong,
dear, really!” knowing that it's absolute-
ly real but having no words to describe
it.

Well, that's what poets do, pin down
airy nothings. Grasp water. Name the
unnamable. “Poetry is a language that

tells us, through a more or less emotion-
al reaction, something that cannot be
said.” Edward Arlington Robinson.

“We discover in poetry that we are
participating in something which can-
not be explained or apprehended by
reason or understanding alone....

Poems communicate before they are
understood and the structure operates
on, or inside, the reader even as the
words infiltrate the consciousness.”

(Edward Hirsch, *How to Read a Poem*)

Poets operate with words somewhere
between speaking and singing. They
use words like a surgeon's tools to slice
us open and then examine what's there.
Oh, you thought they were exploring
their own hearts and minds? That's
just sleight of hand! Good poets climb
up on the table themselves, and with a
wave of their scalpel-wands, suddenly
I'm the patient. They anesthetize the
body universal, lulling it into a trance
with rhythmic music and sensory plea-
sure, and then sweeping through with a
hot blade of insight—Whiz! That's my
blood on the stark floor now, my dark
eyes in the tilted mirror, my quivering
insides.

Sounds dangerous and it is. But not
bothering to wake up to life and know
we have blood and tender organs and

This article begins a new column about
poetry as a way of seeing and about wak-
ing up to life, both as individuals and as
teachers.

can feel pain, because it's more restful and comfortable to think we're robotic thinking machines and need only a generic, every-man-woman name, is worse. We need to allow them to help us. Giving form to airy nothings is a complex but rewarding business.

Think of all the times we long to describe something perceived only vaguely.

It's like having an invisible friend whom, though he talks to me, I can't believe in entirely, until suddenly he wraps himself in strips of cloth or paints his skin gold, and he's real! That's what poetry can be like. It's like the Native American tradition of naming children and others descriptively—the naming solidifies this new one's essence and perhaps even helps to call it forth. The white man becomes Dances with Wolves, Jacob—Israel, Simon—Peter because sometimes our names must change as we change. Adam named the creatures with a poet's sense of rightness. He named them according to how he perceived their forms and habits, as they trumpeted and screeched, scuttled and lumbered, nibbled and rampaged past him and his poetic eye.

The Bible pulses with poetic images. God could have kept Adam and Eve out of the garden without a flaming sword flashing in the sun. He could have sealed his promise to Noah with a contract instead of a rainbow or talked to Moses through a megaphone instead of a burning bush. But these images operate on us more deeply, cut us to our bones, make us feel and not just think about has happened. They feel

metaphorically "right."

Jesus used metaphors constantly to help common people like you and I grasp his meaning: a light on a hill, the blind leading the blind, a speck of sawdust, a house in a torrential flood, a farmer sowing seeds, lilies and sparrows, brides with oil lamps, misplaced coins, vines and branches and stretched wine-skins, banquets and uninvited guests, mustard seeds, shepherds and sheep pen gates, stones and millstones, slaves and servants, masters and messengers, a kernel of wheat, a woman giving birth, fishers of men.

Edward Hirsch reminds us that to be open to poetry is to be child-like, vulnerable, awake and aware. "As a reader, the hold of the poem over me can be almost embarrassing because it is so childlike, because I need it so much to give me access to my own interior realms. It plunges me into the depths (and poetry is the literature of depths) and gives a tremendous sense of another world growing within.... I need the poem to enchant me, to shock me awake, to shift my waking consciousness and open the world to me, to open me up to the world—to the word—in a new way. I am pried open. The spiritual desire for poetry can be overwhelming, so much do I need it to experience and name my own perilous depths and vast spaces..." That is the local habitation I'll continue to explore in future articles, the place where we face ourselves and our surroundings through words and images, naming the song within.

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✱ The WELS National Teachers Convention will be held June 26-29, 2001

✱ Watch for further announcements and notices.