

10-2022

Education on Boyer 4th Newsletter - October 2022

Tina Keller

Follow this and additional works at: https://mosaic.messiah.edu/edu_st



Part of the [Education Commons](#)

Permanent URL: https://mosaic.messiah.edu/edu_st/25

Sharpening Intellect | Deepening Christian Faith | Inspiring Action

Messiah University is a Christian university of the liberal and applied arts and sciences. Our mission is to educate men and women toward maturity of intellect, character and Christian faith in preparation for lives of service, leadership and reconciliation in church and society. This content is freely provided to promote scholarship for personal study and not-for-profit educational use.

EDUCATION ON Boyer 4th

The campus newsletter of the Messiah University Education Department

Issue 20 | October 2022

DYSLEXIA INTERVENTIONS

A sneak peek at Trevor Swartz'
department honors project

WHY TEACH?

A look at what makes
teaching meaningful in
the midst of a teacher
shortage

CHRONICLES OF AN ECLECTIC READER

Dr. Fischer's recent reading
journey

In Every Issue

MESSAGE FROM THE CHAIR, STUDENTS IN THE DEPARTMENT, TECHNOLOGY CORNER, PHOTOS FROM THE FIELD, PROFESSOR SPOTLIGHT, ALUMNI ADVICE, DEVOTIONAL, UPCOMING EVENTS



MESSAGE FROM THE CHAIR

DR. TINA KELLER



October 2022

Happy Fall!

I enjoy living in a place where we have the chance to experience all four seasons. This fall we have already had many marvelous days of warm sun and crisp air. On one of these days, students in my EDUC 208- Educating English Learners classes decided to meet outside for our Socratic Seminar.

If you have taken a class with me, you are familiar with the idea of a Socratic Seminar. I typically plan for 5-6 seminars a semester. These are class periods devoted to student led discussions surrounding a common text. Students come ready with their own questions and topics and together we unpack the meaning and application of the content. These seminars are an essential component of my pedagogy as I constantly seeks to center the conversation around the experiences of English learners. I intentionally choose texts written by a diverse population including a high schooler from Vietnam, a father that is Native American, and even a memoir from the famous Chinese-American author Amy Tan. Together we grapple with issues of labeling, belonging, inclusive excellence, and identity.

Every semester I am moved by the intellect, compassion, and insights of Messiah students. I finish the discussion inspired and encouraged at the promise of these future teachers! This is just one of the reasons why I love teaching here.



On the Cover:

First year PreK-4 major, Mia Cuevas, shares her wonderful teacher mug that she created during Mug night.

Education Department Honors Projects

Dyslexia Interventions

The focus of the project is to develop an understanding of Dyslexia. Once a high level of understanding has been reached, the focus turns to how to facilitate aid for learners with dyslexia. My project is focused on two parts. The first is dyslexia as a whole and the second is focused on phonics. While the first half of my project covers a lot of info in a little depth, the aim of the second half of my project is to dive deep into a key theory used in dyslexia interventions: phonics and phonological awareness.

Why did you choose this topic?

If I am being honest, I chose this topic to be able to be certified to teach in Arizona (where I am from). AZ places more emphasis than PA does on dyslexia and phonics. My aim for this project is to show the state I am well versed and prepared to help students in this demographic. I am also interested in being able to help as many kids as possible and I believe this project gives me just that opportunity. One of the great things about this project is the principles of dyslexia intervention are helpful in many other types of reading intervention. So even though the project specifically focuses on dyslexia, it prepares me for much more due to the phonological focus.

What resources are you using for your project?

I am using Orton Gillingham, *We All Play* by Julie Flett, and Proceedings of the National Academy of Sciences of the United States of America.

TREVOR SWARTZ
CURRENT YEAR (SENIOR)
SPECIAL EDUCATION

What are you learning so far?

There are many things I am learning but I think the thing that has stuck out to me the most is the neurological research I have read. It showed brains of people with dyslexia do not activate in typical spots compared to a "normal reader". Instead, the brain has found a way to work other parts of itself to still give the ability to read. Although it is "harder" to read, the brain has found a way to make it work. Another thing I have learned is dyslexia is not linked to a learning disability. This project has challenged my assumptions of dyslexia. Research has actually shown people with dyslexia on average have a higher oral comprehension level than most of their peers. In other words, due to a deficit in one area, the brain has been heightened in another.

When will you finish your project?

Fall 2022

[Learn more here! ->](#)



DEVOTIONAL

A MONTHLY DEVOTION WRITTEN BY MESSIAH
UNIVERSITY EDUCATION STUDENTS.

Blessings

“Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit,” says Matthew 28:19.

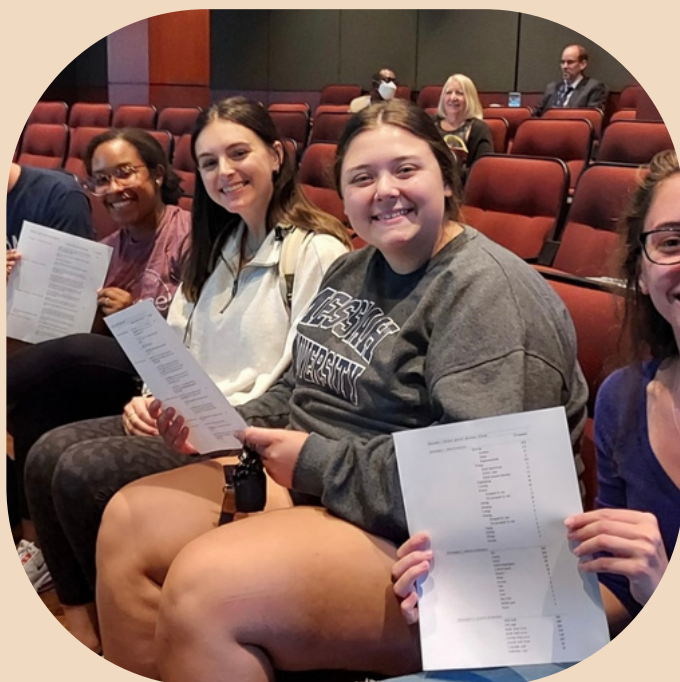
As the sun rises, I am reminded of God’s mercy in giving us another day. He could come back at any time to bring us to the glorious heights of Heaven...but He gives us more time to finish the work that Jesus started here in this sinful world. “Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit,” says Matthew 28:19. This is our job and every golden sunrise marks another opportunity to go and make disciples of each and every nation. When you see the sun cresting over the horizon in countless colors, be reminded of the blessings it brings. Use the stillness of the morning to see where God is leading you today.

Written by: Elena Stonge



What Picturebook Marginalia Say about Children's Earliest Independent Reader Text-Place Experiences

A presentation by: Dr. Sarah Fischer



Dr. Fischer presented her research from her sabbatical last semester. Students, faculty, and friends came out to support her.

HEARD IN THE CLASSROOM

What are we talking about this month?

Ballet 5:8, a faith-based ballet company based in Chicago, came to campus during the end of September. While they were here, company artist Sarah Clarke taught a masterclass for dance students on campus. Ashley Winfield and Ella Talbot, two education students with dance minors, both were able to take the class and see their performance the same weekend!



TRENDS IN THE FIELD

I Don't Speak Their Language, but I Want to Help!
Dr. Tina Keller



The recent article, [How Monolingual Teachers Can Support English Language Acquisition for Multilingual Learners](#) written by Donna M. Neary for Ed Surge News, seeks to empower teachers of multilingual students. Currently, we are welcoming an increasing number of students to our schools that speak many languages unknown to classroom teachers. Ukrainian, Afghan, and Syrian refugees join classrooms with Nepali and Guatemalan students. How does a teacher, who might only speak English, connect to students from such a diverse linguistic background? Students in EDUC 208 have just examined this issue in our coursework as well as out in tutoring placements. Many students are currently using an app, [Talking Points](#), to make connections between themselves and the families of their English learners. Students are beginning to gain confidence in their ability to support bilingual students and are taking on an assets approach when working with families.



DR. MFUM-MENSAH

PROFESSOR SPOTLIGHT

Office: Boyer 404 Email: omfum-mensah@messiah.edu

FAVORITE SCRIPTURE VERSE AND WHY

"Psalm 107

This psalm discusses four categories of people that found themselves in distressed circumstances and how the Lord delivered them. Verses 3-7 provides a picture of some people who got lost in the wilderness and how God came to their rescue and showed them the right way when they called upon Him. Verses 10-14 explain how some people who rebelled against the word of God found themselves in shackles and confined in prison and when they called upon the Lord, He saved them; 17-20 note that some fools because of their reckless living almost died of sickness and when they cried unto the Lord He healed them; verses 23-30 describe a distressed situation of some people who took perilous journeys to foreign lands for a good cause and who found themselves almost lost on the high seas because of an unforeseen storm. They cried to the Lord in their distress and the Lord intervened and brought them to their desired haven. Most of us can identify with one or more of these groups. The last group makes us understand that perilous times in our lives could be avenues for God to steer us to our desired haven. The experience of this last group leads to me provide a snippet of how I found myself in the discipline of education.

In the British system, one is mostly trapped in a discipline from high school. I enrolled in high school as a science student and had the desire to pursue scientific research. After my Advanced Level education, I got admission to the Universities of Ghana at Legon and Cape Coast to pursue biological sciences. After the National Service, I changed course and enrolled in Adventist seminaries in Nigeria and Austria (a move that broke my Dad's heart for years as is typical of most Ghanaian fathers who wish to live vicariously through their children).

I finally graduated with a Religion and History degree from Andrews University in Michigan and served as a pastor with the Seventh-day Adventists back in Ghana. During my tenure as the sole pastor of a twenty-four church district, one of the remote communities I served placed a request for the church to open a secondary school to help impoverished children. I started the school with three students (the school had seven additional students after two weeks of opening) and taught Physics, Chemistry, Biology, Religion, and Social Studies while also serving as the School Principal and pastor of the twenty-four churches.

After two years (1996), I had some decisions to make. Once again I changed course and went to University of Alberta in Edmonton, Canada to pursue a Masters in Educational Policy Studies with the goal to go back to Ghana to support my school and advocate for the education of the marginalized. The rest is history. Today, this (now) publicly supported residential church senior secondary school has a student population of over 1000 of which 47% are girls.

EDUCATIONAL BACKGROUND

University of Toronto, Ph.D.
University of Western Ontario, M.Ed.
University of Alberta, Course work toward M. Ed.
Andrews University, B.A.

CLASSES I TEACH

Cultural and Political Geography
Education in Sub-Saharan Africa
Sociocultural Perspectives on Education
Advanced Sociocultural Perspectives on Education (Graduate)

WHAT I DO FOR FUN

I love gardening, taking a stroll and hiking. I do solo traveling as a hobby and try to visit at least three countries every summer.

RESEARCH INTERESTS

Postcolonial Studies
Education Policies in the Developing World
Education and Social Development
Participatory Research with Marginalized Groups
Socio-historical analysis of Education Development in Sub-Saharan Africa

A great start to fall 2022

another great mug night - studying on the lawn - fun with friends - new additions to campus - hoco 22



Faileighs Photography



For even more fall content, keep a look out on our Instagram!





Molly Fried
Trieste, Italy



Micah Wagner
Amman, Jordan



Erin Haines
Trieste, Italy



Jacob Fleury
Kigali, Rwanda



Elena Stonge
Papua, New Guinea

International Student Teaching



Spend 1/2 of your student teaching semester at an international school





PROFESSOR TEMPLE

PROFESSOR SPOTLIGHT

Office: Boyer 420

Email: jtemple@messiah.edu

EDUCATIONAL BACKGROUND

Superintendent's Letter of Eligibility
M. Ed. Educational Administration
M. Ed. Education
B.S. Elementary Education / Special Education

CLASSES I TEACH

EDSP 207: Introduction to Special Education
TEP 312: Field Experience
TEP 432/434: Student Teaching
EDME 537: Transition and Secondary Education
EDME 534: Teaching Practicum

SERVICE

Coaching individuals with disabilities

RESEARCH INTERESTS

Teacher Supervision
Instructional Strategies
Curriculum Design

WHY DID I BECOME A PROFESSOR?

Even though I retired with 35 years in public education, I wanted to return to the classroom with the intention to provide instruction and supervision to future teachers.

FAVORITE SCRIPTURE VERSE AND WHY

Matthew 7:12 "Therefore, whatever you want men to do to you, do also to them, for this is the Law of the Prophets." This verse guides me in my daily decisions and interactions with others - to treat others as you would want to be treated.

FAVORITE TEACHING MOMENT

There have been many over the years; however, recently it has been gratifying to hear from graduates who are employed.

HOW DID I BECOME INTERESTED IN MY FIELD?

As far back as I can remember, I wanted to be a teacher. With numerous opportunities to validate that decision along the way, I was and continue to be blessed to teach and lead in the field of education.

HIDDEN TALENTS AND HOBBIES

Handmade chicken pot pie
Reading and Traveling

FAVORITE VACATION MEMORY

The beauty of Kawaii Island

FRIENDS 20TH ANNUAL DINNER & PROGRAM



WITH DR. ANITA VOELKER

JOIN US FRIDAY NOVEMBER 4 AT 6PM FOR THE FRIENDS OF MURRAY LIBRARY ANNUAL DINNER. WE ARE DELIGHTED TO WELCOME DR. ANITA VOELKER BACK TO CAMPUS AS OUR KEYNOTE SPEAKER. ANITA TAUGHT FOR MANY YEARS IN THE EDUCATION DEPARTMENT AT MESSIAH UNIVERSITY. IN HER PRESENTATION, "A PEEK THROUGH THE LOOKING GLASS: WHY CHILDREN'S BOOKS MATTER," ANITA WILL DISCUSS HOW MOST READERS HAVE ONE PARTICULAR CHILDREN'S BOOK THAT SUSTAINED THEM IN CHILDHOOD AND FORTIFIED THEM IN ADULTHOOD. C.S. LEWIS WOULD AGREE. HE NOTED THAT "NO BOOK IS REALLY WORTH READING AT THE AGE OF TEN WHICH IS NOT EQUALLY - AND OFTEN FAR MORE - WORTH READING AT THE AGE OF FIFTY AND BEYOND." ANITA'S PRESENTATION WILL ENABLE US TO PEEK THROUGH THE PROVERBIAL LOOKING GLASS TO DISCOVER THE RICHNESS OF CHILDREN'S LITERATURE THROUGH BOTH IMAGES AND WORDS. BY REVISITING THIS DISTINCTIVE GENRE WITH FRESH EYES, WE WILL DISCOVER WHY CHILDREN'S BOOKS MATTER.

THE EVENT WILL BE HELD IN HOSTETTER CHAPEL, WITH A MEAL CATERED BY MESSIAH'S TWO BRIDGES CATERING. TO REGISTER, PLEASE VISIT THE FRIENDS OF MURRAY LIBRARY WEBPAGE. RESERVATION DEADLINE IS OCTOBER 8, 2022

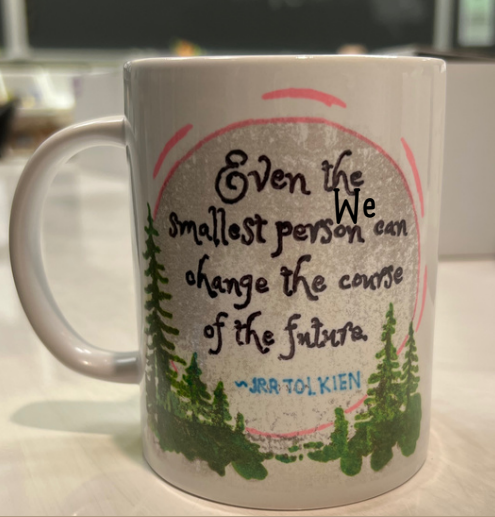
PRICING: \$10 STUDENTS / \$25 FRIENDS MEMBERS / \$40 NON-MEMBERS

ANITA VOELKER STARTED TEACHING AT AGE 6. WITH A DESK, CHALKBOARD, AND BOOKSHELF MADE BY HER UNCLE, SHE OPENED THE DOORS TO HER CLASSROOM. THERE WAS ONLY ONE RULE: SHE WOULD ALWAYS BE THE TEACHER! EVENTUALLY ANITA RECEIVED A B.S. IN ELEMENTARY EDUCATION FROM FROSTBURG STATE UNIVERSITY, AN M.S. AND A READING SPECIALIST CERTIFICATION FROM THE JOHNS HOPKINS UNIVERSITY, AND A PH.D. FROM THE UNIVERSITY OF MARYLAND. HER DISSERTATION FOCUSED ON SCHOOL LIBRARIES.

AT MESSIAH UNIVERSITY, ANITA TAUGHT IN THE EDUCATION DEPARTMENT. LITERACY AND CHILDREN'S LITERATURE WERE THE HEART OF HER CLASSES. SHE RETIRED IN DECEMBER OF 2014 AND WAS AWARDED EMERITA PROFESSOR STATUS.

ANITA'S FAVORITE QUOTE FROM ELIOT WIGGINTON EXPLAINS HOW SHE VIEWS TEACHING:

"WE TEACH, AND AT THE SAME TIME ALLOW OURSELVES TO BE TAUGHT BY THOSE WE TEACH. WE TALK, AND AT THE SAME TIME, LISTEN. WE EXPERIENCE THE WORLD ANEW THROUGH ANOTHER'S EYES. AND THEREIN LIES THE SECRET OF RENEWAL . . . WE REFUEL EACH OTHER."



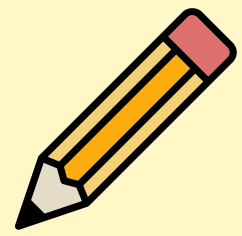
WELCOMING NEW STUDENTS TO THE DEPARTMENT





Why teach?

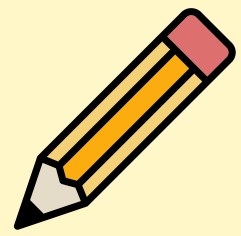
Dr. Carol Buckley



You have probably heard reports of a “worker shortage” in the United States. Cohn (2022) reports 5.5 million more job openings in the United States than there are people available to fill those openings. It is predicted that this worker shortage will be a long-term problem, based on the population growth being at its lowest point in history (Cohn, 2022). The lower population growth rate and the lasting effects of the pandemic (Cohn, 2022), with many people either still caring for family members with Covid or still concerned about the potential risk of Covid (Natanson, 2022) are just a few of the potential explanations for a worker shortage in general. The worker shortage has been widespread across many disciplines and industries, including education. However, the teacher shortage may have begun more than a decade before the pandemic hit, with reports of declining enrollment in teacher education programs as early as 2010 (Partelow, 2019).

It is not absolutely clear why there is a teacher shortage, or why enrollment in teacher education programs is declining. Several potential explanations for the teacher shortage that are frequently cited are low pay, teacher exhaustion from working conditions during the pandemic, and lack of respect for the profession (Natanson, 2022). It is also unknown exactly how many teacher positions remain open at the start of the 2022-2023 school year and what discipline those openings are for, as there is no known national database to track this (Natanson, 2022). Mrs. Carol Wickey of Messiah University’s Teacher Education Program reports that she has had more requests from local schools in recent years for assistance filling open positions, but that it seems to be widespread with no one discipline having more openings.

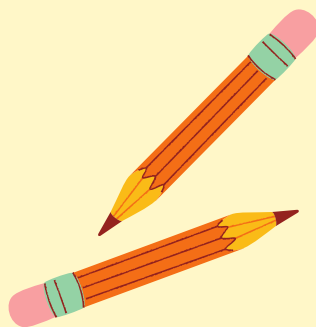
Despite the nationwide reports of teacher shortages, Messiah University continues to attract quality candidates to its Teacher Education Program. In light of recent reports about some of the negative associations with teaching, I contacted several Messiah alum who are teaching, to see why they were drawn to the profession. Most of the teachers I contacted said their decision to become a teacher was driven by their faith – they felt called by God to serve in this way. Even in public school settings, teachers felt they could demonstrate Christian values by loving and accepting all students, understanding and showing grace. Many have dreamed of becoming a teacher since they were a child. They rehearsed various teacher responsibilities by playing school when they were growing up, and envisioned themselves in that role. Some had family members that were educators and strong mentors. The satisfaction of impacting students and positively influencing their lives was apparent even at a young age.



A variety of rewarding moments in teaching were noted. We live for those “aha” moments when students have worked so hard to understand something and suddenly “get it”. It is gratifying when students transfer/apply skills learned in the classroom to a new situation. Simply seeing children grow and mature, and knowing you may have contributed to that progress and success is reason enough to become a teacher. And seeing students become excited about learning is reason enough to keep educators returning to the classroom. An added bonus results when students continue to grow after leaving your classroom, but recognize your impact so much that they continue to visit you in the coming years.

Teaching continues to be a virtuous and honorable profession. It is highly rewarding work. Teachers have an opportunity to directly influence a student’s life by sparking a love of learning in the student and teaching them to take pride in their work. As a teacher, each day is different. You will become a life-long learner, and have an opportunity to teach around the world in many different settings. You will inspire your students, and make a difference in their lives. I know I take comfort in knowing many of the excellent teachers that have graduated from Messiah University as well as those that are currently in our undergraduate programs, and I look forward to getting to know those that are considering coming here in the future.

If you are considering a career in education but have questions or concerns about some of the perceived challenges you may encounter, we would love to help you explore this possibility. Feel free to visit <https://www.messiah.edu/admissions> and contact Messiah University Admissions to schedule a campus visit, and include a time to meet with faculty from our department.



TESOL DECISIONS

Both the TESOL Minor and TESOL Certificate need to be declared

I am in a major that will earn a Pennsylvania Teacher Certification (in any area/grade level)



I would earn:
TESOL Minor,
TESOL Certificate,
PDE Pennsylvania
Program Specialist
Certification K-12

I would earn:
TESOL Certificate,
PDE Pennsylvania
Program Specialist
Certification K-12

I would earn:
TESOL Minor,
TESOL Certificate

I would earn:
TESOL Certificate

3 OPTIONS:

TESOL Minor: Academic Acknowledgement
TESOL Certificate: Teaching English Abroad, Adults
PDE Pennsylvania Program Specialist Certification K-12: Teaching ESL in Public Schools



TESOL Minor

Education Majors (PreK-4, Dual, Middle Level, Secondary) TESOL/ESL minor with Pennsylvania ESL Program Specialist Certification K-12	All Other Majors TESOL/ESL minor
Choice of HDFS 383 Topics in Multicultural Families(3) HDFS 386 Family Ethnicity and Human Services (3) SOAN 356 Social Inequality(3)	Choice of (Pluralism Quest Requirement) EDUC 346 Sociocultural Perspectives on Education (3) HDFS 383 Topics in Multicultural Families(3) HDFS 386 Family Ethnicity and Human Services (3) SOAN 356 Social Inequality(3)
EDUC 208 Teaching English Language Learners in K-12 Schools (3) (TEP requirement)	Choice of EDUC 208 Teaching English Language Learners in K-12 Schools (3) or ENGL 230 Linguistics (3)
EDUC 330/331 Instructional Design(3) (TEP requirement)	EDUC 331 Instructional Design (Prerequisite Waived)
EDUC 309 English Language Learning in TESOL/ESL classrooms (3)	EDUC 309 English Language Learning in TESOL/ESL classrooms (3)
EDUC 311 TESOL/ESL Methods and Assessment (3)	EDUC 311 TESOL/ESL Methods and Assessment (3)
EDUC 401 Seminar in TESOL/ESL (2)	EDUC 401 Seminar in TESOL/ESL (2)
EDUC 402 TESOL/ESL Internship (1)	EDUC 402 TESOL/ESL Internship (1)

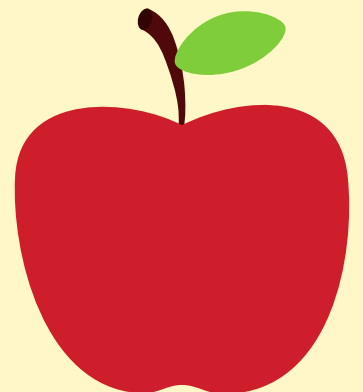
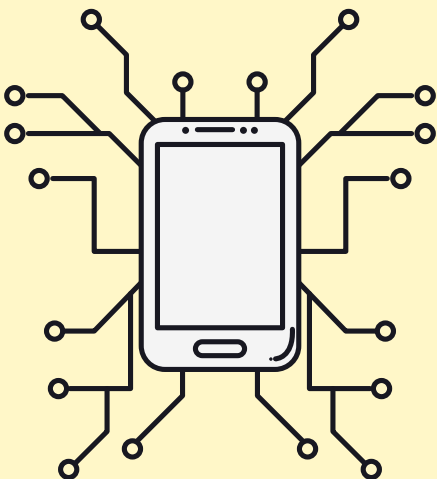
TESOL Certificate

All Majors
Choice of EDUC 208 Teaching English Language Learners in K-12 Schools (3) or ENGL 230 Linguistics (3)
EDUC 330 or 331 Instructional Design (Prerequisite Waived)
EDUC 309 English Language Learning in TESOL/ESL classrooms (3)
EDUC 311 TESOL/ESL Methods and Assessment (3)
EDUC 401 Seminar in TESOL/ESL (2)
EDUC 402 TESOL/ESL Internship (1)



Technology in the Classroom with Mr. Dave Echelmeier!

**Join EAMU October 12th at 5:30 pm to discuss
how to effectively use technology in the
classroom.**



Chronicles of an Eclectic Reader:

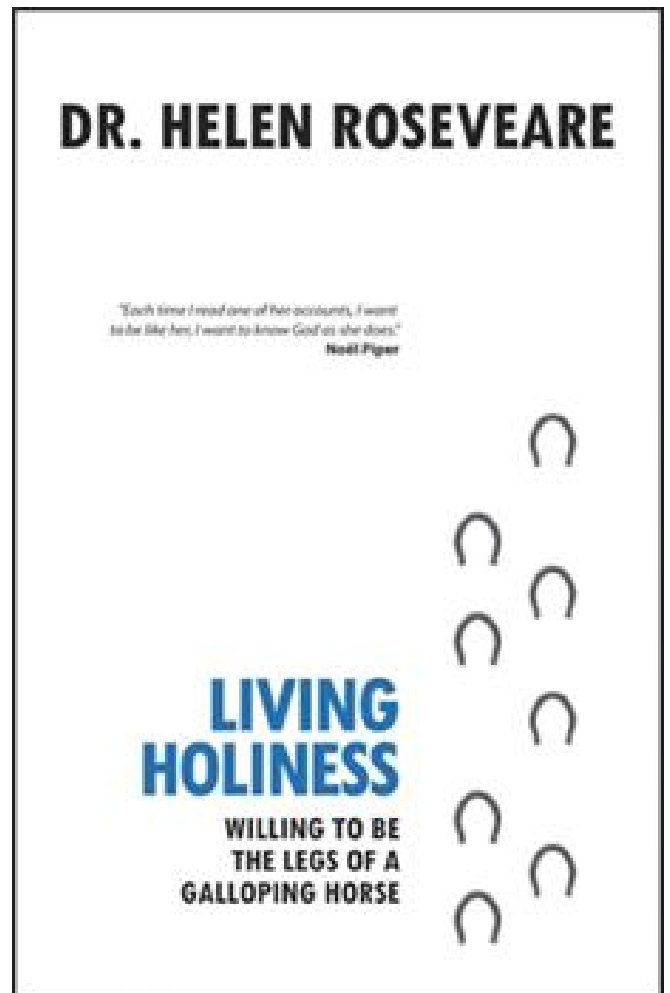
What, Why, and How I've
Been Reading as of Late

Written by Dr. Sarah Fischer

Why am I writing this article?

For those of you who have spent a semester with me in EDUC 226: Children's Literature, you may recall that I don't see myself as fitting the typical stereotype of an "ardent reader" who always has their nose in a book. This, of course, does not mean I don't love to read (I do love reading!), but:

- I'm...a...pretty...slow...reader. It takes me a lot of time to finish a book, not because I struggle with fluency, but because I read a bit of a book and then have to stop and ruminate over what I've read before I can carry on.
- I'm a very eclectic, not necessarily a "well-read," reader. I enjoy a wide variety of genres, from the classics to the best-sellers to the obscure.
- I have absolutely no guilt whatsoever reading the end of a book when I'm in the throes of the climax and then returning to read the last quarter of the book.



So, why is this atypical reader who poses as a literacy professor writing this article? Well, reading can change the way we experience the world and see ourselves within it. It can foster a sense of belonging, but oftentimes, social ideals and academic expectations hinder our ability to see ourselves as readers. Furthermore, our reading lives are an intimate part of who we are; Sharing what, why, and how we read makes us vulnerable to one another. I think it's important for educators (us!) to earnestly assess and reflect upon our own reading journeys in order to serve as authentic literacy mentors for our own students. I aim to model that here by providing some very brief personal commentary on what, why, and how I've been reading over the last year. I hope it inspires you to better appreciate your own reading intricacies, introduces you to some books you may not have read yourself, and encourages you to consider how God might use books to reshape you in your reading journey ahead.

1. The Bible

Since my undergraduate days at Penn State, I tried year after year to read the entire Bible cover to cover. I tried a myriad of “Read the Bible in a Year”-type reading plans, but would usually abandon it around Job and revert back to my chronic skip-around approach or just start over in the New Testament. The structure of the daily Bible reading plans always became a burden; there was too much daily text for a reader like me to digest meaningfully at one time. Then, a conversation with a mentor gave me a new determination to find a sustainable approach to my Bible reading time.

Before my son was born last year, I was visiting with a dear friend, Virginia, in the town where I grew up. At the time, she was 99 years old and had been a spiritual mentor for me my entire life. Virginia had been a voracious reader since I had known her, sometimes reading at a rate of a book a day. At the time of this particular meeting, she had suffered significant vision loss, but just couldn't give up her books. She sat on a chair in her living room surrounded by enormous magnifying glasses, a magnifying machine, and had even acquired an eReader to assist in her reading appetite. Reading was hard work for her—really hard. However, her large-print edition Bible sat next to her. She was still reading it every day. She shared that she had read the Bible at least once all the way through every year for her entire adult life.

This was a turning point for me! On June 18th of last year, I started my new Bible reading plan: (a) ditch the Bible reading plans and strive for a realistic goal of reading at least a chapter a day, (b) don't feel guilty utilizing an audio Bible feature to support my comprehension (my go-to is now Max McLean's reading of the ESV), and

(c) if I just don't have time to myself because of my kids, read the Bible together as a family. It took me a little over a year (around 15 months), but I made it through the entire Bible and am now back in Exodus following the same reading plan for myself.

2. All the Light We Cannot See by Anthony Doerr and 3. Before Amen by Max Lucado

After I settled into my new Bible reading plan last year, I tried something I had never done before as a reader: I decided to start two books at the same time! I have always been a finish one before beginning another kind of reader, but I had to read these two books out of necessity. Ben had just been born and I needed support for my prayer life (Before Amen) to deal with all of the new worries and fears I had, but I also felt like I needed an escape, a fiction book, to help me mentally get through the many sleepless nights with a newborn.

I had been carrying around All the Light We Cannot See for about a year before I started to read it. One of my students had told me it was her favorite book and my husband happened to have a copy, but since the synopsis on the back cover alone made me tear up, I had a hard time getting motivated to take myself to a place of emotional vulnerability with this book. The pandemic had drained me and left me too tired to make myself cry on purpose, but after Ben was born, I felt okay-enough to read it. Partway through both of these books (I finished Lucado's book a week or so before Doerr's), I had to switch from hard copy versions to Kindle versions, because my reading light started to keep Ben awake (even more than usual).

I did cry reading *All the Light We Cannot See*, but the book also made my heart feel so big and refreshed. I agree with the student who recommended it- this was one of the most beautiful books I've ever read. Lucado's book was good, but the Lord used this practical book to introduce me to an author/book that now represents a turning point in my walk with Jesus...

4. Living Holiness: Willing to be Legs of a Galloping Horse by Helen Roseveare and 5. The Forgotten Garden by Kate Morton

Reading a fiction and an unrelated nonfiction book at the same time was actually a really great experience for me, so I attempted this again with the next two books I read this year: *Living Holiness: Willing to be Legs of a Galloping Horse* by Helen Roseveare and *5. The Forgotten Garden* by Kate Morton.

I came across *The Forgotten Garden* just by browsing through cheap Amazon Kindle books, but the ambiance of the cover illustration immediately intrigued me and the title was reminiscent of one of my favorite enchanting stories from childhood, *The Secret Garden*. (Spoiler Alert: The author actually has Frances Hodgson Burnett make a cameo in the book! This was such a special touch for me.) This book is also historical fiction which is one of my usual go-to genres.

Talking about the power of simple prayers of faith in *Before Amen*, Lucado mentioned a story recounted by a Christian medical missionary named Helen Roseveare. He says that she wrote about serving in a remote village when, long story short, the children in the village found themselves in immediate need of a baby doll and a hot water bottle. In fact, it was a matter of life

and death. Roseveare and the village children gather together in faith and prayer for those two specific items when... You guessed it! A package shows up in the village that had been sent months before (they rarely received mail) and inside was a baby doll and a hot water bottle. After reading this account in Lucado's book, I took a break from my reading to browse Roseveare's books on Amazon. There were A LOT, but one really stood out to me: *Living Holiness: Willing to be Legs of a Galloping Horse*.

The reviews for it were terrifying. Readers claimed this book challenged them more in their faith than any other book they had ever read. Others warned readers not to read this book unless you were prepared to change the way you lived. Yikes!

I bought it. The reviews were right! I felt the Lord changing my heart as I read in a way I had never experienced with any other book (other than the Bible, of course). It is all about humility and our need for sanctification and Roseveare, writing from her own experiences as a missionary, tells us outright how unsightly our selfishness is to our Holy God. Interestingly, though, Roseveare comes across as the model of humility in her writing. Every single day since I've read this book (almost a year ago now), I've thought about some insight about my faith that I learned from this book and impacts my daily decisions, including what I choose to say and what I choose not to say to the people around me and to God.

As I was finishing up *The Forgotten Garden* alongside Roseveare's very challenging book, I found myself contemplating the difference between asking myself if what I'm reading is detracting from my sanctification (something I've always asked myself during my text selection) versus asking myself if what I'm reading is actually contributing to my sanctification. I'm still considering the practical implications of this in my daily life. What do you think?

6. The Raconteur's Commonplace Book by Kate Milford

After all of this important heart work, I decided to read a new novel by one of my favorite middle grades novelists, Kate Milford. I started *The Raconteur's Commonplace Book* in hard copy again and switched to Kindle. The story and setting were very intriguing, but complex and I felt like I didn't have the stamina for it when I started it, so I abandoned this book after four or five chapters. I'm hoping to start this book from the beginning again over Christmas break!

7. Unoffended: How Just One Change Can Make All of Life Better by Brant Hansen

My favorite radio station is 88.1 WordFm, which is contemporary Christian music. One of our favorite DJs, Brant Hansen, has such a unique way of seeing God and life that always resonates as being just so good and true. Brant often talks about having Asperger's Syndrome and how God has used that in his life in such powerful ways to minister to people. He and his co-host, Producer Sherri, also have a podcast called the Oddcast that I listen to at night when I'm worried about something and can't sleep. I am usually lying beside a sleeping child when I listen to it and literally have to hold my hand over my mouth at times to keep my giggles in because they are so hilarious, but still so God-honoring.

This summer, my husband and I went to a Brant and Sherri live event at Christ Community Church in Camp Hill and I picked up one of Brant's books, *Unoffended*. For me, it was an extension of the work God had done in my life with Roseveare's book regarding humility and sanctification, but with a large helping of relatable humor (Chapter 2, for example, is called "Everyone's an Idiot but Me.")

I bought this book for so many people I know, even the ones I thought might be offended by it. :) Now, I have several other of his books on my Christmas list for this year.

8. A Hunger for God: Desiring God through Fasting and Prayer by John Piper

My daughter, Adelaide, started kindergarten this year... a few months after the Uvalde shooting...a few weeks after her school district made national news because parents wanted to host a Satanic Temple Club...and so on and so on. I was in a really bad place this summer thinking about sending her to public school, something I have always been committed to. I kept reflecting back on a sermon our pastor gave last year about prayer and fasting and just felt the only way I was going to have peace about the future was to meet with God regularly in a way that was unabated by all of the negative distractions in my life. I am in the middle of this book, but is equipping me to take this new posture I want, no need, to take. After this, I think I'll go back to the Milford book...

In Closing

Much of my theoretical scholarship in the field of children's literature has challenged me to see the ways we think and interact in the world as readers, even when we aren't actually engaging in the act of reading. Did you learn something about me from this article (which turned out to be much longer than I intended)? I hope so! This is what reading does in a culture of learners. It makes us vulnerable to one another. It changes the way we see and interact in the world long after the book has closed. Our future students need to see this authentic, hope-filled approach to literacy modeled for them.

What, why, and how have you been reading lately? We would love to feature more "Chronicles of Eclectic Readers" in our newsletter! If you are willing to share some of your recent reading journey with us, you can email Dr. Fischer at sfischer@messiah.edu.



Do you want to be a teacher?

Then you need to take educational psychology!

Messiah University is offering a dual enrollment educational psychology course next year in both the fall and spring semesters. If you want to be a teacher, you should take it.

If you want to be a teacher, one of the required courses you will need to take is Educational Psychology. A standard introductory or general psychology course may not count towards degree or licensure requirements. Educational Psychology is a required course at the following colleges and universities: **Messiah University**, Penn State, Grove City, IUPA, Wilkes, Pitt, Temple, Kutztown, Gettysburg, Susquehanna, University of Scranton, Bucknell, LVC, Dickinson, Villanova, Geneva, Eastern, Lafayette, Swarthmore, Drexel and many more. Instruction will be delivered online, providing an opportunity for you to learn alongside Messiah undergraduate students. **Get a head start today on your journey towards becoming a teacher!**

- Fall and spring 2021-22
- Earn credits towards your teaching degree
- Learn alongside on-campus students
- Asynchronous delivery with on-campus learning opportunities

Questions?

Contact: Matt Reitnour

Associate Director of Admissions/Coordinator of Dual Enrollment

Email: mreitnour@messiah.edu | Call: 717-691-6000



Benefits of being dual enrolled at Messiah University

- Create a more flexible schedule as a college student
- Strengthen your potential to graduate from college in less than 4 years
- Experience college life by taking classes taught by Messiah University professors
- Take college courses that may satisfy both high school and college credit requirements

2L_1114



ALUMNI ADVICE

LESSONS FROM MESSIAH ALUMNI



ALUMNI PROFILE

*Micah
Meredith*

CLASS OF 2018

Health and P.E. Teacher

Ballenger Creek Middle School
Frederick, Maryland

ADVICE FOR FUTURE TEACHERS

Be willing to put the content aside for a little in order to teach life. Many kids need life lessons more than they'll need your specific content. If you have opportunities to teach a life lesson in your classroom/gymnasium, by all means, take that chance. You will not regret it and students, most times, remember that more than they remember specific concepts in your content.

EDUCATION DEPARTMENT



HONORS PROJECT

Due by

NOVEMBER 1

(to start the following spring)

or

APRIL 1

(to start the following fall)

INTERESTED JUNIORS SUBMIT AN ONLINE APPLICATION

Students complete the online form to initiate interest in completing an education department honors project.

EDUCATION DEPARTMENT REVIEWS APPLICANTS

After reviewing all applications, top projects will be selected and faculty advisors will be assigned.

NOVEMBER 1-15

(to start the following spring)

or

APRIL 1-15

(to start the following fall)

To learn more, visit our webpage [Department Honors projects | Messiah, a private Christian University in PA](#)



Upcoming Events

MARK YOUR CALENDARS

OCTOBER

Open House October 10th

Join EAMU for Technology in the Classroom Oct. 12, 5:30 p.m.

Fall Break October 15-23

HAPPY BIRTHDAY to... Professor Philipkosky
October 28



HAPPY BIRTHDAY to... Doctor Jennifer Fisler
October 29

Harrisburg PACTE conference October 26-28

Would you like to contribute to our newsletter? Do you have an idea for an article? We would love to hear from current students or Messiah Alumni!

Email ideas to tkeller@messiah.edu



FOLLOW US



Scan the Code to Read Past Issues of the Newsletter:

