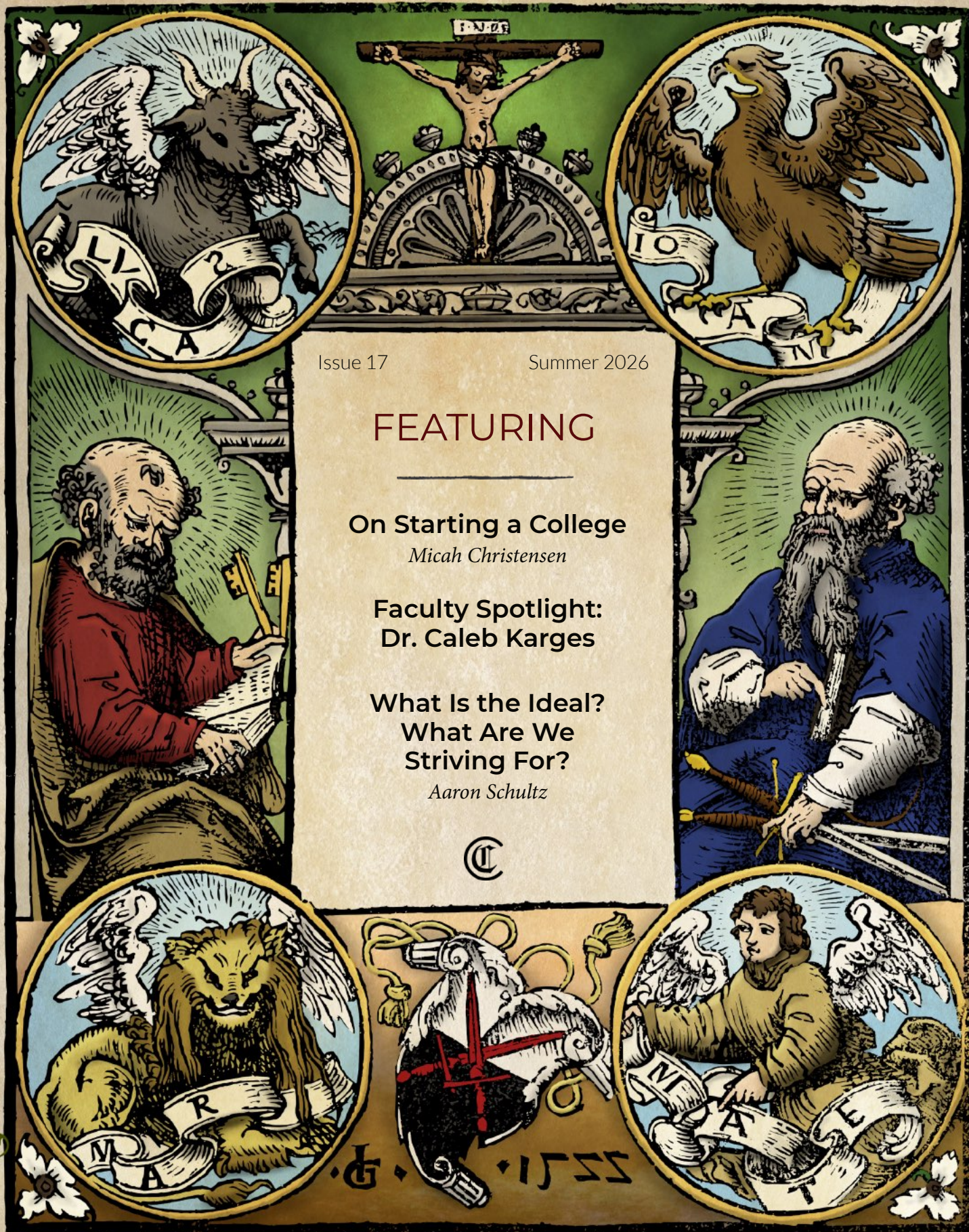


Christian Culture

A MAGAZINE
FOR LUTHERANS



Issue 17

Summer 2026

FEATURING

On Starting a College

Micah Christensen

Faculty Spotlight: Dr. Caleb Karges

What Is the Ideal? What Are We Striving For?

Aaron Schultz





LUTHER CLASSICAL COLLEGE

Imagine a college where students learn

to value marriage and family over career and money.

that men are men and women are women, with God-given and beautiful differences and roles.

that to be a father is greater than being the president and to be a mother is greater than being a queen.

that the Bible is the wisdom of God far surpassing all the wisdom of men.

that the Lutheran Church has the greatest theology, the best hymns, the most excellent music in the history of the world.

that Scripture, hymns, prayer, devotion, and talking about God belong in our homes every day.

that children are a heritage from the Lord, the only thing in all the earth we can take to heaven with us.

that piety is better than wealth and virtue is better than fame.

that the Western tradition, with its literature, philosophy, music, scientific discovery, and Christian theology, is by far the greatest tradition the world has ever seen.

that socialism is theft and wokism is bullying.

that Christian culture grows through supporting faithful churches and leading pious homes.

**Proudly and unapologetically Lutheran in liturgy, theology, and culture.
Lutheran. Conservative. Classical. A college for Lutherans.**

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On Starting a College



ix years is hardly enough time for Wyoming winters to weather a fence-post, much less for a new institution to develop a history.

Founded only six years ago and having just completed its first academic year with students, Luther Classical College is among the newest colleges in America. Yet it is heir to an inheritance far older than our country: the Lutheran Confessions, the classical tradition, and the enduring stream of Western learning flowing from Jerusalem and Athens through Wittenberg and now, improbably, to Wyoming. In that sense, Luther Classical College is both remarkably new and unmistakably old.

It may be unwise to attempt to write a history of Luther Classical College while the story is still unfolding. Then again, a strict adherence to caution would have prevented the college from existing in the first place. At a time when colleges and universities across the country are shrinking, closing, or abandoning the traditions that once formed them, Luther Classical College was founded to preserve and recover not merely old books and languages, but the enduring truths handed down to us for the sake of our children.

Before classrooms were filled with students reading Homer, Augustine, and Luther, before Gerhardt, Nicolai, and Heermann echoed through hallways and chapel, there was only the conviction that such a college ought to exist again.

Thanks to your prayers and generosity, it now does.

What follows is not a story of a board founding an institution; it is the story of Lutherans deciding, once more, to build a college.

As it turns out, there is no handbook for establishing a confessional Lutheran classical college in the twenty-first century. The path from vision to reality was neither simple nor especially smooth.

The first major task in 2020 was establishing a Board of Regents: pastors, lawyers, businessmen, headmasters, and church leaders. Luther Classical College was officially incorporated through Mount Hope Lutheran Church, which also established its initial bylaws. From the beginning, the college understood that proximity mattered, requiring a majority of its regents to live close enough to the college that the institution would be guided not only by wisdom, but by presence.

When the Board gathered for its first in-person meeting in June 2021, the college still largely existed as an idea. After Matins, conversations ranged from maintaining student affordability and desired housing arrangements to Lutheran identity and the culture the college should cultivate. Regents left with committee assignments and the first outlines of what would eventually become the inner workings of the college.

Early meetings produced the practical necessities of an institution: board policies, bank accounts, a college seal, a website, and the publication of *Christian Culture* magazine. An advancement director and part-time administrative assistant were hired, transforming plans and conversations into practical work.



At the same time, a more concrete vision for a future campus began to emerge on land donated to the college within one of Wyoming's larger cities, yet set apart beneath a hill on a quiet cul-de-sac beside the LCMS Wyoming District Office and across from Mount Hope Lutheran Church and School.

It soon became apparent that the ambitious goal of opening in 2024 needed to shift to the equally ambitious goal of opening in 2025. Other hopes, including a complete campus buildout before students arrived, were grad-

ually surrendered to financial realities and other priorities. Alternative housing, borrowed classrooms, and temporary facilities all entered the discussion.

Yet amid uncertainties and rapid changes, God provided. Faculty and staff relocated their families to Wyoming to help form a college that, at the time, had neither students nor buildings. Through your gifts the college invested in necessary infrastructure for the future campus, constructed its first student dormitory on site, and secured a dedicated academic building on Beech



Luther Classical College is both remarkably new and unmistakably old.

Street, giving Luther Classical College its own space for teaching, worship, and student life.

Faculty were hired, deanships assigned, curriculum finalized, support staff established, library books catalogued, and students enrolled. Then, on August 24, 2025, Luther Classical College officially opened its first academic year. After years of meetings, prayers, planning documents, fundraising appeals, and many long hours of work from all involved, a strange thing happened: the college became a college.

Thirty-eight students from 17 states arrived in Casper carrying books, moving into student housing, and saying farewell to parents. Matins and Vespers were sung in Löhe Chapel. Latin was recited in classrooms. Meals were shared in Martin's Mess Hall. Tests were taken. Concerts were held. Friendships were formed. The ordinary rhythms of college life had begun, and the students were excellent.

We are now preparing for year two and a second cohort

of students, but much work remains. Additional faculty will be hired. More student housing is needed. Accreditation efforts continue. Policies and catalogues need refining. Renovation work continues in the chapel, and the pipe organ, once fully assembled, will need tuning.

But Luther Classical College has already crossed the difficult threshold from idea to institution. Against the expectations of some, and by the generosity of over 200 LCMS congregations, families, and donors across the country, confessional Lutherans have founded the first new college in two generations.

Nestled beneath a mountain in Wyoming, students are reading the Great Books, singing the liturgy and Lutheran chorales, and preparing for godly vocations. Six years may not be enough time for a new institution to develop much of a history, but it is enough time to prove that such a college can live again. 

Mr. Micah Christensen is Chairman of the LCC Board of Regents.



Above: A trio of students sings at one of Luther Classical College's monthly *Abendmusik* (Evening Music) concerts and recitals. These musical events are open to the public and well-attended.

Lower Left: An axe-throwing contest was part of LCC's student-organized track and field day, which also included archery, a sack-carry, and a host of other events, and culminated in a grand game of capture the flag across rugged Wyoming terrain.

Lower Right: The Luther Classical College Orchestra, under the direction of Dr. William Lipke.





FACULTY SPOTLIGHT: DR. CALEB KARGES



Dean of Students and Associate Professor of Humanities



r. Caleb Karges serves as the Dean of Students and Associate Professor of Humanities at Luther Classical College. He brings over a decade of experience in scholarship, teaching, and student life in Lutheran higher education. He received his Ph.D. in Modern History from the University of St. Andrews (Scotland) in 2016. Specializing in European diplomatic and military history, Dr. Karges also relishes the opportunity provided by Luther Classical College to teach broadly and to connect ideas across dis-

ciplines in the way that only a liberal arts education can. His dedication to these principles won him the recognition from the student body of Concordia University Irvine as the 2019 *CUI Bono? Professor of the Year*. Dr. Karges and his wife Jennifer have four children. They enjoy travel, spending time outdoors, and opening their home to students.

Describe your background in classical education and the classical tradition.

My first exposure to the classical tradition came in tak-

ing history, philosophy, and theology classes at Concordia—Irvine. I found myself sitting at the feet of a group of maverick professors who cared about academic excellence and taught students to treasure the Classical Renaissance Humanist tradition all while steeped in the Lutheran confessions and liturgy. They combated the credentialing and fiery hoop-jumping of progressive education, blowing up the idea that college is just a harder version of high school. Instead, they preached *ad fontes*, that is, going to the sources and learning the original languages. Rather than read a \$200 textbook that merely reported dead facts to be regurgitated, these professors forced me to grapple with the big thinkers and big ideas of humanity. Instead of reading about the Enlightenment, we read many of the great works of the Enlightenment. They showed me that true teaching came not from the application of “pedagogy” but from mastery of the content.

The next logical step was to put the liberal arts into practice and go back to the sources. My mentors guided me to starting a doctorate at the University of St. Andrews, where I trod in the path of the great historians: traveling like Herodotus, trawling archives like Tacitus, and always trying to get a complete picture like Thucydides.

Talk about your teaching background, particularly your time at Concordia—Irvine. What did you enjoy about your time there? How did it prepare you for your roles at LCC?

I taught in four situations that prepared me for LCC. I worked as a part-time middle school literature teacher at Bethlehem Lutheran School in Carson City in the year between my masters’ and doctorate. Not only did I get to practice exposing students to great texts, but I got to work with a tight knit, mostly Lutheran staff. I owe a lot to the whole crew at BLS; they were instrumental in getting me to be comfortable in a classroom. I did a little teaching at St. Andrews, where I got exposure to teaching students at an elite level. That was followed by the exact opposite: I was an adjunct at a community college in northern Nevada, where I learned how to teach a less-than-prepared student body. This all prepared me to return to CUI as a faculty member.

While at CUI, I had the privilege of working with a phenomenal group of faculty members dedicated to bringing the best of the Western tradition to the student body. There was a lot of discussion and work to make

cross-disciplinary connections inside and outside of the classroom. The integrated curriculum and great-texts approach helped prepare me for LCC’s curriculum. My dedication to the approach garnered me the honor of *Professor of the Year* in 2019. The best parts of my years there were the people, namely my colleagues and my students. Teaching in the history department, being involved in the faculty-student liberal arts club, and working in the international student dorm allowed me to build relationships and friendships with a number of committed and talented students. They made the job fun.

How did you come to be at LCC? What drew you to the small “start-up” over the established Concordia, so to speak?

The short answer is it seems like God opened a door and pushed me through it! LCC caught my attention for a number of reasons:

1. LCC’s commitment to being unabashedly Lutheran, Classical, and Conservative in its approach to higher education. There was no milquetoast hemming and hawing about the college’s values, no handwringing about the need to be diverse, and no desire to pull punches in the fear of causing offense when speaking the truth. With everyone on the same page regarding what the ultimate truth is, I knew that I would have colleagues who were not actively working against the faith in other classrooms. There would be no pressure to move into a position of moral relativism to avoid offending non-Christian students.

2. LCC’s commitment to academic excellence, and its model to avoid the pitfalls of so many colleges that drive them to mediocrity. By being a part of a small start-up, I knew I could take an important seat at the table and help drive LCC towards excellence in the classroom and in scholarly production by the faculty. Part of the classical approach is that one’s professors are masters of their fields, not just people who learned how to teach a subject. Mastery comes by doing. LCC’s commitment to sustaining itself through the patronage of the church rather than through collecting tuition dollars allows it to accomplish this. The tuition-driven model compromises the academic enterprise, as colleges are forced to lower standards to keep tuition dollars flowing in. Professors are judged by the number of classes they teach, reduced to cogs keeping students running through the four-year machine. The result is schizophrenic classrooms with a diverse set of abilities, high professor turnover, and a lack of scholarly production. One of the great tragedies I have

witnessed in my career is watching people who could have been major thinkers in their fields have their scholarly careers quashed by teaching large numbers of classes to students who could barely care to be there.

3. When LCC says they are committed to supporting the church and family, they put their money where their mouth is. I quickly found that the college is willing to do what it takes to allow a professor to be a good teacher, scholar, and, most importantly, provider for a family. LCC gave me an opportunity to have a stake in its success and give my kids a better chance for their future.

4. Wyoming and its people are a major attraction. Being a Nevadan, I've always loved the Intermountain West, but attending the 2024 Christian Culture Conference sold me. I met the people here and learned that this is a beautiful and supportive community of believers. My experience since then has confirmed it far beyond my original estimation. As for Wyoming, one of my former students in California put it best: "Ah! A state with more freedom."

What stands out in your first academic year teaching and serving as Dean of Students at LCC?

1. The excellence and commitment of the student body. I don't have to spend time defusing hostile audiences. I can push students to higher standards—I don't have to lower expectations for unprepared students. The students have been a joy to teach. They are eager, diligent, respectful, and fun.

2. Working with a tightly knit staff makes hanging out with colleagues fun but also allows us to easily keep an

eye on the students' well-being. We're able to have a much more direct and (hopefully) positive impact on the lives of students.

3. Being distinctly Lutheran in our ethos, values, and population is intellectually freeing. In the past, there were things I could only think and not say.

4. It has been a joy to work with students outside of the classroom in terms of running events and making them a part of my family's life.

What would you say to someone who might be on the fence about attending LCC? We don't deny there are certain risks involved in enrolling here that one wouldn't necessarily have elsewhere. In short, despite the risks, why LCC?

If my own journey to LCC can't compel you, then I will leave you with this. When you read the classics and engage with giants of Western Civilization, you will find yourself face to face with men and women who were willing to push into the unknown and risk failure (often of the catastrophic kind). Alexander the Great did not conquer because it made him more comfortable. Frodo did not take the ring to Mount Doom because it was the easy thing to do. The Apostles did not preach Christ for the easy fame and fortune. Martin Luther did not kick off the Reformation because he had a foolproof ten-step guide to guaranteed success. Nobody accomplished anything of note by being comfortable and not taking risks.

I met the people here and learned that this is a beautiful and supportive community of believers. My experience since then has confirmed it far beyond my original estimation.



Luther Classical College Shootout, May 2026





FROM THE
— PRESIDENT —
OF LUTHER CLASSICAL COLLEGE

Dear Supporters and Donors,

Luther Classical College is on a roll. We had a rough winter but are now on a very positive track and we hope it will inspire you to continue your support and where God provides, increase your support, as you are able, with joy.

Each one must give as he has decided in his heart, not reluctantly or under compulsion, for God loves a cheerful giver. And God is able to make all grace abound to you, so that having all sufficiency in all things at all times, you may abound in every good work. (2 Corinthians 9:7-8)

Here are some of the reasons I say we are on a positive track for the future.

- We have recommitted to our mission of bringing the classical curriculum to all of Confessional Lutheranism. We want all Lutheran students to have a chance to study at a college built by Lutherans for Lutherans where they will grow in their commitment to family, Church and society. It's happening more and more each day in Casper.
- In just two months we have completed a goal-setting process that has resulted in 15 major institutional goals to move us forward with nearly one hundred strategies to make them happen.
- We now have a process of transparency and teamwork at the college which has all department heads working with the President to "team" all significant decisions in our Cabinet meetings.
- Seven months ago we had too little in savings and annual expenses had grown too fast. Since then, we have significantly cut our expenses which allowed us to raise our emergency savings to a comfortable level.

I mentioned that we have a new set of institutional goals for the next year. Here are some of the goals.

- **ACHIEVE ACCREDITATION** – We are on track to do so in the Spring of this coming year.
- **MAKE LUTHER CLASSICAL COLLEGE A HOUSEHOLD PHRASE** – We are contracting with Bryan Stecker (creator and editor of *On the Line* podcast and the *Lutheran Institute of Theology*) to make this happen.
- **ELIMINATE OUR DEBT** – Our current one million dollars of debt is reasonable for our size institution but we want your donations to go for program not interest payments.
- **CREATE A BUILDING COMMITTEE** – Soon you will see a plan, costs and a timeline for expansion at the Luther Way site.
- **ENROLL MORE STUDENTS** – We have new, fresh strategies that will increase enrollment by 75% in the next 4 years.
- **CREATE A PUBLISHING ARM** – This goal will help us make an impact across the confessional synods and beyond.

There's one goal I have not mentioned and it makes all the others a reality. **We are proposing a ten percent increase in giving this coming year.** That is not a lot but it is significant. My wife Phyllis and I will be doubling our patron gift and giving an over and above gift of \$2,500 to the college to launch this new fiscal year. I hope you will join us by becoming a patron, increasing your patron gift or also giving a one-time gift over and above your regular giving (www.lutherclassical.org).

God is good to us in Christ Jesus,

PRESIDENT TIM ROSSOW

“CULTIVATING THE BEST *philosophy, literature, arts and the other humanities*, is a key to preserving society. That is what Luther Classical College does.”





WHAT IS THE IDEAL? WHAT ARE WE STRIVING FOR?

Rev. Schultz reflects on LCC from his perspective as headmaster of a classical school, suggesting that LCC's approach to education can serve as a model for Lutheran classical education at all levels. Thus LCC has something to offer the Church, including those who will not attend, who have already attended, or who are not yet ready to attend college. Rev. Schultz mentions LCC's academic catalog, too, which can be found under the "academics" tab at lutherclassical.org. -Ed.



It is no secret that Lutheran classical schools are popping up all over the place. God be praised! But the daring leaders of these startup schools do not always know what direction to go. They know that they want something different than what is being offered, and they know that they want something distinctly Lutheran.

But where to go from there? As a startup, what curriculum do we use? What books do we read in literature class? And why Latin? Are there distinctives to the daily schedule of a Lutheran classical school? What kind of role does Luther's Small Catechism have in the classroom? What sort of standards need to be put in place to best ensure that a Lutheran classical school remain faithful to its mission?

These are all appropriate questions to ask. Any fledgling Lutheran classical school, and even those schools that have been around for some time, must wrestle with these questions. But where does one turn to find the an-

swers? For one, find a Lutheran classical school that has been around for a while and seek out their wisdom. Better yet, visit a Lutheran classical school and see it in action for yourself! Plato tells us that from the good, we learn what is good. Learn the good from a faithful Lutheran classical school and put it into practice at your own school.

But in some ways, even taking this approach is not completely sufficient. It is also helpful to know the end goal. What is the "ideal student" that we are striving to cultivate? What does the *end* look like, even beyond our Lutheran classical elementary / middle / high schools? If we know that ideal, that end, then we know that for which we strive. When we devise K-8 math curricula, we start at the top, deciding what we want our 8th graders to know before working our way back down. The top determines what the rest will look like.

Our Lutheran classical schools need a standard at the top. Knowing that standard can help determine academic standards, school policies, curriculum maps, standards of student conduct, etc., for fledgling Lutheran classical schools. Enter Luther Classical College (LCC).

LCC arrived at a time when it is most needed. Indeed, the eyes of Lutheran classical education and those who support it are—and should be—on LCC! Our schools are in need of a paragon, an ideal for which to strive, something beyond curriculum maps and academic calendars. The standards by which we measure ourselves rub off; over time, we move toward that which we aspire to be.

What is the purpose of a Lutheran classical school? As

you formulate your own answer to this question, consider LCC's mission statement:

Luther Classical College educates Lutherans in the classical, Lutheran tradition and prepares them for godly vocations within family, church, and society, fostering Christian culture through study of the best of our Western heritage.

That is a reasonable answer, one that can guide you as you craft your own school's mission statement. But this leads to the question of our Western heritage: why read the great books? What can those books offer that more

contemporary literature cannot? We read in LCC's Academic Catalog:

"What is man, that You are mindful of him?" asks the Psalmist of God, to which all of the world's great literature attempts an answer.

There is a transcendent beauty and truth that permeates the classics that is completely lacking in other literature.

"But what books should we read at my startup Lutheran classical school?" You probably will not be taking on LCC's book list in your startup elementary school



(Dante's *Inferno*, John Milton's *Paradise Lost*, and Virgil's *Aeneid*, to name only a few), and that is quite alright. And you probably will not start your 1st graders with Homer's *Iliad*. But you can, with Homer as your end goal, start your 1st graders with the imaginative tales of Greek mythology. By doing so, you will cultivate in them a love for Greek storytelling. A good mythology enlivens the imagination! It will not be long before your young students are ready and eager to take on Homer.

What about Latin? What can LCC offer here? Again, from their Academic Catalog: "The study of Latin trains the mind ... Latin is precise ... Latin is elegant." That is only a snippet. Refer to the Catalog for a very thorough and informative answer that can aid you when you are answering the "why Latin?" question from a prospective school parent. When studying Latin, its nature transfers its character to the student's mind. Latin is *elegant*, *precise*, and *trains the mind*, and these are wonderful qualities to transfer to our scholars. (This is not to mention the benefits of studying Latin to the study of language and history, which are also outlined in LCC's Catalog).

LCC can be your guide beyond just literature and Latin. How many times a week should your school have chapel? Strive for five, Monday through Friday. What about class sizes? LCC is not afraid to be smaller than most. Should your school pursue state accreditation? Is your state willing to endorse your commitment to Christ and the

Lutheran Confessions? What about finances? Keep tuition low; partner with local LCMS churches if possible!

LCC provides excellent ideals for a young Lutheran classical school that is trying to find its way. After all, what is a school without ideals? In many ways, you are what your ideals are. And it is imperative to think long-term when establishing your school's ideals, policies, and principles. Think from your principles first. Do not allow *finances* or *class sizes* to enter the conversation yet. Principles first. And don't budge from them. As Plato said, be a 3. The number three is willing to endure anything, even annihilation, before converting to an even number. Stand your ground, like LCC.

As a leader of a Lutheran classical school, you do not have the luxury of only considering your current school families. You have the responsibility of bearing in mind the future generations that will, Lord willing, someday walk your halls. Those future generations should weigh heavily on your thinking and planning. Developing and adhering to the right principles is critical. Principles hold a school accountable, not just to its current school families, but to generations of families yet to come. Be guided by your principles and ideals. And be guided by LCC as your school strives to figure things out. 🍷

Rev. Aaron Shultz is Associate Pastor and Headmaster at Advent Ev. Lutheran Church and School in Zionsville, IN.



Review of *Te Laudamus*



Te Laudamus is available for pre-order (shipping end of June 2026) at telaudamus.org.

Te Laudamus is designed as a sort of hymnal supplement, seeking to provide the best of historic Lutheran hymnody, especially those which do not appear in recently published hymnals. Its psalms, hymns, and liturgies could be used in congregational settings or in the Christian home. More information, including how to purchase Te Laudamus, is available at telaudamus.org. -Ed.



If poetry, music, and art are simply added ‘extras’ to our existence, nonessential diversions in the midst of ‘real life,’ then Christians should ask: why is so much of the Old Testament in verse; for what reason did the Divine Author retain the now-forgotten musical settings of the inspired Psalms; and why did God give so many directives to those artisans Bezalel and Oholiab to work with all manner of materials in fashioning the ark, the tabernacle, and the holy vessels?

Truly, man himself is crafted to imitate, to frame, and to enjoy his Creator’s splendid works. The Lord speaks beautifully, and we learn to speak poetically in return. He writes the littlest song of the bluebird and the cosmic music of the revolving galaxies, and so we make music in return. Our Father crafts the mountain ranges and the molecule, and so we draw, paint, and sculpt in return. Chesterton wrote in *The Everlasting Man*, “Art is the signature of man.” This is because man is made in God’s image, in the image of the Creator. We make art because God made us.

If *Te Laudamus* is anything in addition to being a valuable resource for God’s worshipping people, it is also a

work of art. It marshals poetry, music, and art together in the old way; that is, in the natural, creaturely way Christians used to lovingly craft liturgical and theological works in the Medieval and Renaissance Church.

I notice immediately that the editors have done a wonderful task in *reclamation* and *retrieval*. All 150 Psalms are included. The Psalter is, after all, the hymnbook of the Bible. Additionally, the editors have returned to the beautiful, though more difficult, Gregorian tones of the Medieval Church. The translation is that of the King James Version which, after 400 years, has stood the test of time for English-speakers. Our society has become more barbarous and less poetical; why shouldn’t our liturgical works, then, seek to elevate our speech and sense of beauty?

As far as the hymns go, the sections and subdivisions are presented with a clear logic and organization. Sections are based on the Church Year, with hymns chosen for both theological depth and musical richness. Individual Sundays, such as Judica, are given suggested hymns within the larger liturgical season. What one immediately notices in this hymnal is that the editors do not shy away from including a number of long, multi-page hymns. If they are excellent hymns, why shouldn’t they be included in their entirety?

During the nineteenth and twentieth centuries, book publication often became a mere utilitarian, practical affair. Publishers dispensed with extra pictures, color printing, and classic features because they were deemed unnecessary or distracting. Through the years, hymnals unfortunately became blander and cheaper. Not so with *Te Laudamus*.

*We make art
because God
made us.*



The paintings are presented in full-color, and the woodcuts and engravings are reproduced with clarity and accuracy. Some, such as the *Triumphal Entry* by Giotto, are masterpieces by Western Christian painters. Others, especially the German engravings and woodcuts, are by the Reformers' allies and friends. They are of historical interest and exhibit evangelical truths. Many of the later paintings, mostly from the eighteenth and nineteenth centuries, depict episodes from the Reformation or scenes from the New Testament with especial clarity and color. There are also catechetical illustrations by a contemporary designer, tastefully done, clear, and reminiscent of sixteenth-century precursors.

Te Laudamus is therefore unique for its use of images. They serve a catechetical purpose in recalling, presenting, and symbolizing Christian doctrines; they serve a devotional and contemplative purpose. But I think they also serve an even deeper purpose: renewing the Christian

imagination. In an era glutted with an over-abundance of fake and shallow images, the artworks of *Te Laudamus* will slowly reclaim the worshiper's mind by their beauty and truth. A child who might otherwise never even hear the names Doré or Dürer will now look upon their works in an attractive hymnal amid the music and majesty of the Divine Service. Hopefully this project will inspire other similar projects, such as lavishly illustrated catechisms and prayer books. We as Lutherans need not succumb to the barbarism of modern art; we have the resources to initiate our people into the sublime and holy art, poetry, and music of the Church's storehouse. *Te Laudamus* is an important tool for such an initiation. 🍷

Adam Edward Carnehl is author of The Artist as Divine Symbol: Chesterton's Theological Aesthetic.

We have the resources to initiate our people into the sublime and holy art, poetry, and music of the Church's storehouse.



Jesus, Thou Who Teachest Me

Andrew Richard, 2025

A prayer that Jesus would teach us the high arts of the Christian life.

Jesu, der du lehrest mich
Nathanael Hahn, 2025



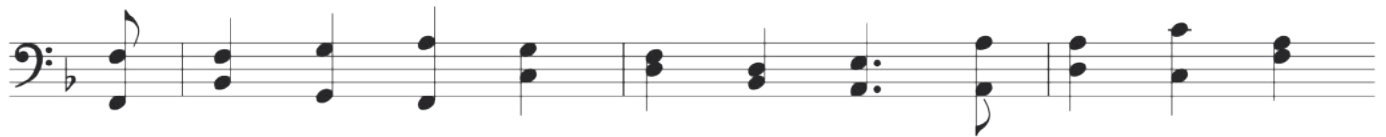
1 Je - sus, Thou who teach - est me, Please give me ears to hear Thee;
2 Teach me, Lord, to fear _____ a - right; Oh, may Thy wrath a - larm me.
3 Teach me, Lord, to trust _____ in Thee; All o - ther gods will fail me.



May to Thy Word I bend _____ the knee And ev - er - more stay near Thee.
Both soul and bod - y Thou _____ canst smite, But noth - ing else can harm me.
They are but pain and van - i - ty; Thou on - ly canst a - vail me.



Lord, Thou hast sought And dear - ly bought My sin - ful dust,
So make me see My sins and flee For ref - uge, Je -
With Thee I find True peace of mind, As all my sins



so may _____ my thought With joy be fixed up - on Thee.
sus, un - - to Thee, Who turn - est fright to laugh - ter.
Thou dost _____ un - bind. I need no god be - sides Thee.



4. Teach me, Jesus to forgive
The debt my brother owes me.
That I by mercy move and live
Thine own great mercy shows me:
My debt was more
Than ocean shore
Has grains of sand, yet Thou didst pour
Thy lifeblood to forgive it.

5. Teach me, Jesus Christ, to love
My neighbor right and dearly,
To place him and his good above
Myself and serve sincerely.
O Crucified,
Good works provide,
And may my deeds not lead to pride;
I love for Thou hast loved me.

6. Teach me, O my Lord, to pray:
To ask for things that please Thee,
Each day commit to Thee my way,
And cast on Thee what grieves me;
To intercede
For all in need
And know that Thou dost hear indeed;
Thou wilt most surely answer.

7. Teach me, Jesus, how to stand,
For Satan is assailing,
The world is full of shifting sand,
My flesh is weak and failing.
As Thou didst fight
The devil's might
And by Thy Word put Him to flight,
So may Thy Word uphold me.

8. Teach me, Lord, to bear my cross
With grace and with endurance,
Nor fault Thee when I suffer loss,
But cling to Thine assurance:
The storm will cease,
My faith increase,
And meanwhile Thou dost grant Thy peace
And work all things to bless me.

9. Teach me, Jesus, to rejoice:
Thou from all harm hast freed me,
Thou dost absolve me with Thy voice,
Hast baptized and dost feed me.
Come high or low
Or joy or woe,
In Thee my cup doth overflow.
Lord, fill me with thanksgiving.

10. Teach me, Jesus, how to die,
In faith my eyelids closing.
Lord, take my soul to Thee on high;
My flesh grant sweet reposing.
Then end all days;
My body raise,
That wholly I may sing Thy praise
And learn from Thee forever.

"Jesus, Thou Who Teachest Me"
was written for and sung at the
opening service of Luther
Classical College on
August 24th A+D 2026.

Right: Choir students rehearse in
the chapel balcony.





*Sledding on Casper Mountain,
February 2026*



LUTHER CLASSICAL COLLEGE educates
Lutherans in the classical, Lutheran tradition and
prepares them for godly vocations within family,
church, and society, fostering Christian culture
through study of the best of our Western heritage.

COLLEGIUM MARTINI LUTHERI CLASSICUM
*studentes traditione classica Lutheranaque educit, et
pro vocationibus piis apud oeconomiam, ecclesiam,
civitatem praeparat, alens per studium optimorum
patrimonii occidentis culturam Christianam.*





LUTHER CLASSICAL COLLEGE

Moving Forward at Luther Classical, Saving Western Culture

By God's grace to us in Christ, the college is moving forward with its mission to reform Western culture in the three estates of family, Church and society. Much of the decline in Western culture can be traced to the collapse of higher education. The classical Lutheran curriculum is one of the cures. Here are some of the things happening at the college that are helping us move this mission forward.

Second Year of Students Coming to Casper

Our incoming class of students, just our second class in our young history, passes the entrance requirements of being Confessional Lutherans and having the desire to learn how to think and act with the wisdom of the ages taught in the classical curriculum and the eternal wisdom found in the Lutheran Confessions and the Scriptures. We are a Lutheran college for Lutherans based on the same curriculum that C. F. W. Walther used in the original Concordia College and that Luther and Melanchthon used in Wittenberg. One of our new students this fall is a prospective engineering student. He lends credence to the fact that one can get an extraordinary B.A. from Luther Classical and take it in whatever direction you choose. He will be using his free time at the college to study engineering at his own pace in order to graduate from LCC and then qualify for engineering graduate school. Another of our incoming students has run his own arborist business in Northern Minnesota and will be taking the pre-seminary track at LCC. His extra few years and maturity will make him a great mentor for the other, younger students. God is richly blessing us with varied and talented students.

Academic Dean Brings New Life to the Curriculum and the Classroom

Rev. Dr. John Hellwege has been appointed as LCC's new academic dean following the resignation of the previous academic dean, Dr. Ryan MacPherson, who contributed greatly to the launching of the college. Dr. Hellwege comes to LCC with over twenty years of experience in higher education as a professor and administrator. He holds a PhD in Historical Theology from Concordia Seminary, St. Louis, and has extensive experience in accreditation and academic leadership in a variety of roles. Dr. Hellwege is also equipped to teach classes in theology, philosophy, and literature. He is a gift from God to the college and stands ready to build on the good work begun by Dr. MacPherson.

Bryan Stecker to Launch New Marketing Approach at the College

Rev. Bryan Stecker, the creator of the *On the Line* podcast and *Memento Men's Ministry*, is one of the most popular figures in Confessional Lutheran media these days. He will be working with Luther Classical College to create several new media vehicles to promote the college. Rather than taking the traditional tack of telling people about the college, the approach we will be taking with Rev. Stecker's guidance, is to reach people at the deepest level, their desire for a renewal of family, Church and society. Rather than telling people about this or that thing at the college, which is important and something we will continue to do, this new media approach will excite prospective students and new donors by showing them that at every level, Luther Classical College is making the difference they desire in the family, the Church and society. Look for the first broadcasts in the early Fall of 2026.