Excited parents contribute much to motivated children. Finally, our homes must form a structured environment for learning respect for authority and the need for discipline. We owe it to our teachers to furnish them children who have respect for them for God's sake and realize that when they do wrong God is displeased and they must correct themselves and not take their anger out on the teacher. If we teach them this as parents, it is but natural for them to expect the same from the teacher. Only within an orderly classroom can the great learning process be advanced.

May God bless our homes so that our parental schools may remain Christian and thoroughly committed to the advancement of God's covenant in our day.

Looking back and looking ahead, let us humbly say, "Hitherto hath the Lord helped us."

---

**Preventive Discipline**

Mr. Calvin Kalsbeek

*Mr. Kalsbeek presented this paper at a convention sectional of the Protestant Reformed Teachers' Institute 1984 Convention. Mr. Kalsbeek is on the faculty of Covenant Christian High School, Grand Rapids, Michigan.*

"Eighty percent of the persons who quit after one year of teaching do so because they cannot handle discipline." So writes Professor Norman DeJong in the August 27, 1984 issue of *The Banner* in an article titled, "Good Discipline is Good Teaching." If Mr. DeJong's figures are correct, maybe what we are in part concerned with in our sectional this morning is what could be called a teacher conservation program. No teacher enters the profession planning to have difficulties maintaining a well-ordered classroom. However, it is clear from the quote above that many teachers do enter the profession who are unsuccessful in this endeavor. Why is this? Isn't it enough that one desires an orderly classroom, a classroom in which it is possible for good teaching to take place? Obviously more is necessary! For one thing,
I believe a teacher must have specific goals for discipline in the classroom. Do you have goals for classroom discipline? If you do, can you articulate them?

Allow me to expose you to some general goals of others. Examine them to see how they compare to your own.

1 Dayton Hobbs writes: “The ideal classroom is one in which the teacher has so established order and discipline that doing the right thing is the socially accepted thing and rule violators are the outcasts.”

2 John Amos Comenius, a 17th century French educator, suggests as the end of discipline: “... not the punishment of a transgressor for a fault he has committed (the done cannot be undone), but the prevention of the recurrence of the fault.”

3 Jan Waterink in his book Basic Concepts in Christian Pedagogy says of discipline, its purpose is “to bring the child to the point where he no longer requires discipline by others, and where self-discipline will enable the child to be his own guide. That is, of course, self-guidance according to the norms laid down in the Word of God.”

4 Jack Fennema in his book Nurturing Children in the Lord writes, “The goal is self-discipline, or, if you will, Christ-discipline. Teachers and parents are to work themselves out of a job by allowing children as much freedom of choice as they can responsibly handle at each level of growth.”

5 The apostle Paul by the inspiration of the Holy Spirit writes in Romans 12 verses one and two: “I beseech you therefore, brethren, by the mercies of God, that ye present your bodies a living sacrifice, holy, acceptable unto God, which is your reasonable service. And be not conformed to this world; but be ye transformed by the renewing of your mind, that ye may prove what is that good, and acceptable, and perfect, will of God.”

Well, what do you think of those for goals? Are they, perhaps, too idealistic? A teacher who goes into the teaching profession expecting to attain these goals is likely to be sadly disillusioned when he faces the reality of sinners in his classroom — sinners who in many cases are not at all interested in seeing their teacher meet these goals successfully. On the other hand, the pessimistic teacher, who completely discards goals for discipline because they cannot be attained, is flirting with disaster.

But maybe we’re getting ahead of ourselves. Before we delve into the how of working toward our goal, we should closely examine what we mean by this “discipline” we would like to achieve. While I was reading some of the various goals of discipline, you may have noticed some distinct differences in those goals. Comenius, for example, had in
mind the exercise of punishment which would result in "the prevention of the recurrence of the fault." Fennema, on the other hand, seems to suggest a general method of teaching which will result in self-discipline on the part of the child. What then is this thing we call discipline? Dr. DeJong, in the earlier mentioned article, answers that question as follows:

Discipline is first of all "instruction" or "teaching." Second, discipline is defined as "any school subject or branch of knowledge used in teaching." We talk, for example, about the disciplines of math, history, music, literature, and biology. Third, discipline is defined as "any training that molds, corrects, strengthens, or perfects."

These first three meanings are unmistakably positive. Combining them, we discover that discipline means instructing by means of subject matter in order to mold and shape the student according to some desired pattern. If that three-dimensional effort is not successful, then we must go on to the fourth meaning, which is "punishment."

Dr. Fennema in his book Nurturing Children in the Lord (a book which by the way I used extensively in preparation for this presentation) concurs with these general thoughts of DeJong. Fennema, however, goes into a careful examination of Scripture, particularly Ephesians 6:4, to show that the Biblical concept of discipline includes the dual edges of instruction and correction. For the purposes of this sectional the instructional aspect of discipline will be considered to be synonymous with my topic "Preventive Discipline," and it is on this that we will focus our attention. Those interested in the corrective aspect of discipline might be helped by one or all of the following sources: Nurturing Children in the Lord (particularly chapter 4) by Jack Fennema, Withhold Not Correction by Bruce Ray and Dare to Discipline by Dr. James Dobson.

With DeJong we agree, "Discipline then is teaching; good teaching is good discipline." Now that we are clear as to what we mean by preventive or instructive discipline, we can address the question of how to carry it out in the day-to-day activity of teaching. The Scriptures are not silent in this respect. In many places God tells us in His Word how we are to teach our children. Proverbs 4:10-11 is a good example: "Hear, O my son, and receive my sayings; and the years of thy life shall be many. I have taught thee in the way of wisdom; I have led thee in right paths." Please notice the two means of instruction suggested in this passage: words and actions. I submit that for a teacher to give good instruction, he must be consistent in his use of both these means.
Let me show this with a few examples. First, teachers in the Grand Rapids Public Schools who recently participated in an illegal strike against the authority of the state, might find it difficult to convince their students that they should submit to teacher's authority in the classroom. Secondly, teachers here at Adams who try to enforce the rule that students are not to walk on the bank, will find it difficult to obtain the respect of their students if they flagrantly violate that rule themselves. One final example: a teacher who expects his students to hand their assignments in on time must make it clear that he is committed to assignment deadlines as well. One of the best ways for a teacher to demonstrate this, I think, is to mark and return papers, particularly tests, soon after they are handed in, preferably the next day. It has been said, "Consistency thou art a jewel" and I believe that a teacher's instructive impact is directly related to the size and brightness of that jewel.

The Lebanese philosopher, Kahil Gibran, once wrote, "I have learned silence from the talkative, toleration from the intolerant, and kindness from the unkind: yet strange, I am ungrateful to these teachers." Obviously you and I would prefer to have a positive impact upon our students rather than the negative one here described by Gibran, but how? What can we teach and, how must we go about it if we are to obtain the desired result of a classroom conducive to the learning process?

At the outset let me say that I don't claim to have all the answers to the questions, and if you were to sit in my classroom that would become only too obvious. Nevertheless I believe there is much that you and I do, and/or should do in the area of preventive discipline that does work. In the rest of this sectional I will briefly address some of these. For the sake of convenience I will divide them into two main categories: first, we will address preventive discipline measures that are mostly incidental to the established curriculum and I will label those "informal." Secondly, we will briefly look at preventive discipline as taught in direct connection with the established curriculum which we will label, "formal."

Preventive Discipline by Means of Informal Instruction

Many discipline problems are avoided if students know themselves and are able to accept themselves for what they are. We have all experienced the difficulties that arise in our classrooms as a result of students who over-evaluate themselves as well as those who under-evaluate themselves. We see as a result inappropriate behavior that
varies from “showing off” to complete unresponsiveness. What is our goal with respect to these students? We must be careful that we not fall into teaching the “self esteem” idea of the worldly educator, the emphasis of which is the supposed goodness of man. Rather, we should seek the Biblical goal described in Romans 12:3, “For I say, through the grace given unto me, to every man that is among you, not to think of himself more highly than he ought to think; but to think soberly, according as God hath dealt to every man the measure of faith.” Obviously chapter three of our science text will not explain how we are to accomplish this goal. Neither will it work to say to your students, “Okay, kids, we’re going to learn self-knowledge today.” Rather it must be a continuing process. Classroom devotions and school chapels are possible means to this end. Scripture passages like Romans 12:3 and Isaiah 45:9-30 could be helpful in teaching who we are, and what is a proper relationship with God. In addition teachers must tune themselves in to the individual needs of students. It’s so easy, you know, to teach the mass and ignore the individual. Without knowing the needs of our students it will be impossible to give them proper direction. Though knowledge of the problem is essential, more is needed; we must demonstrate in our dealing with these students that we care about them. If we are unable to convey a caring attitude, our efforts will appear to be selfishly motivated. The student will see that teacher as only interested in a class that is easy to manage.

Although I believe the idea of Biblical self-knowledge and acceptance is primarily taught incidentally to the established curriculum there are ways these ideas can be incorporated into various courses of study. Let me cite two examples. First, in the area of science the Christian school teacher cannot avoid the wonder of the creation’s tremendous variety on the one hand and the beauty of each individual creature and its individual function as a part of the whole on the other. It would not be difficult to bring into this lesson the idea of the church and the individual believer’s place in it. Secondly, in a history or geography course in connection with the diversity of the races and nations this same concept could be illustrated in connection with the Scriptural teaching of the church as the Body of Christ in I Corinthians 12.

Teaching students proper acceptance of others is another major area of preventive discipline that we can, and should, address primarily in an informal manner. The Biblical truth that we must get across is, of course, that of loving the neighbor for God’s sake, or described a little differently, accepting others as God made them and in connection
with their God-given place in the church and/or world.

Many are the problems we face as a result of our student's missing this Biblical target. How many times haven't your methods been questioned by the student who responds to a certain prohibition by saying, "But Mr. -- lets us do that!" or "Mrs. -- doesn't do it that way!" Questions of this sort are, by the way, ideal opportunities for incidental instruction in proper acceptance of others. More serious is the sin of mistreating a fellow student because he is "different," and more difficult it is to be effective in our dealing with this error. But deal with this sin we must. Although it is impossible to assess its effectiveness, teacher empathy for the needs of others is one way of addressing this problem. Words of encouragement at appropriate times and petitions in our prayers for the specific needs of others are important. We must take advantage of specific opportunities or situations that arise. Take, for example, the special education students at our Hope School and the opportunity they afford to teach acceptance of others for what they are, as ordered by our Father in heaven. More must be done, however! A teacher's concern for others must be demonstrated by his willingness to give of his time. Mr. Lubbers mentioned in his sectional yesterday the positive fruit of spending time after school hours helping a student with his science project. Are we available for this? Do our students know it? Mr. Lubbers also suggested that from time to time we should provide activities in which students must work together to accomplish a desired goal. Activities such as this provide opportunities for students to practice acceptance of one another.

A third area that I would like to address this morning is that of student responsibility and accountability. Immediately particular students come to mind, and we all have seen them to one degree or another. Maybe it's the capable little girl in the back of the room who rushes through her geography questions so she will have time to involve herself in the latest mystery story she has been reading. Or it's the lad who can't seem to keep his gaze from wondering to those alluring windows and concentrate instead on those assignments that he never seems to be able to complete on time. Responsibility and accountability are tough! They are tough on students and they are tough on teachers! Let me use a few examples to illustrate this. First, this past summer I raised an acre of kale on some land that I have out back. Part of the responsibility of my older children was to keep the weeds out. After I told them what I would pay them for each row, out they went with great enthusiasm. Everything seemed to be going fine until I
checked on how good a job they were doing. I was able to see that someone had gone down the rows, but many of the weeds were still going about their usual business of growing. Naturally a change needed to be implemented. Before one of my weeders could get credit for a row and begin a new one, I would have to check it out. Suddenly things slowed down dramatically and interest in the project diminished considerably. Why? What had happened? Obviously the emphasis on responsibility and accountability made the job not only more difficult, but more time-consuming as well. Consequently it became considerably more distasteful. The second example I would like to use in this connection comes a little closer to each of us, namely, teacher accountability. Since the publication *A Nation at Risk*, there has been a great deal of discussion in board meetings and faculty rooms throughout the country about this topic. How many of us would not feel threatened to one degree or another by some form of state imposed competency test?

Hopefully we now have a feel for the problem with which we must concern ourselves. The real difficulty lies in dealing with it effectively. Let me submit a few of my ideas in this connection. First, it's important, I think, to set forth clearly our expectations for each particular class, and that, very early in the school year. In this connection I tried something a little different this year. In the past, on the first or second day of school, I would explain what I expected of students concerning assignments and tests, and their responsibility with regard to making up work they missed due to absenteeism. I found out an interesting thing; it seemed that what I had said meant something different to almost every student. To combat this, at the beginning of this school year I gave each student a handout listing explicitly what I expected concerning assignments and tests, and the consequences of failure to fulfill these responsibilities. No longer do I chase students around school for a week trying to get them to take a make-up test. All it took was my written list of expectations, and a demonstration as to how the procedure worked. No, my procedures aren't perfect, in fact, some changes are necessary, but for the most part, they have helped my students exercise responsibility and accountability. Of course, the age and maturity of the student will influence the method to be used, but at every level the general idea holds: let the students know what you expect and be consistent in applying the consequences if they fail to match up to those expectations.

In the second place, I believe it's important to encourage student development in this area of responsibility and accountability. We do
that too, I'm sure, but are we doing enough? Don't we all have opportunities in the classroom and/or around school to demonstrate our trust in students who have proven themselves responsible Christians? Using these opportunities exhibits, both to the student directly involved and those who need improvement, the advantages of responsible behavior. In this connection, Waterink in his book *Basic Concepts in Christian Pedagogy* has this to say:

Education in the family and school must constantly be directed toward giving the child no more and no less responsibility than he is able to bear. From earliest youth the child himself should do whatever he is capable of doing. As early as possible he should learn to dress himself, to polish his own shoes, to care for his own school books, and to keep his own room tidy, even though mother does the dusting and makes the bed. The little child who plays should put away his own toys. In brief, from the outset the child should learn to be responsible for his own things.

During the slide presentation we saw last evening, Mrs. Wassink expressed that same idea when she said, "Slowly I began untying the apron strings."

Thirdly, we must be realistic, and admit that preventive measures will not always prove successful in teaching accountability and responsibility. When that is the case, we must not hesitate to enroll our students in the "University of Hard Knocks." They must have occasion to experience the unpleasant results of their own inappropriate behavior. Maybe the home setting provides more opportunities for this instruction than the school, but regardless of where the opportunities arise, we do our children no favors by coming to their defense in every difficulty, or bailing them out of every self-inflicted trial. We live in a "no fault" world: no fault divorce, no fault insurance, etc. We are, in fact, close to no fault crime, where the criminal is merely a victim of circumstances; and our children seem quick to pick up on that idea. "No fault" is hardly the Biblical approach to sin, and therefore also hardly the approach we should use with respect to our children.

Teaching students how to work within the structure of the school and classroom is the last major area of informal preventive discipline that we will address this morning. Although there is here bound to be some overlap with the three major ideas before discussed, let's limit ourselves to student response to school and classroom rules: Student behavior, if you will, in the classroom. It probably does not need to be said here, but understood must be the existence of structure in our classrooms. That's important! Consider the orderly creation in which God has placed us. In all of life there is a God-ordained structure in
which every creature must live, and that same principle must be main-
tained in our classrooms. The tough part is holding to the structure,
or rules, we set up. Students have a way of wearing down one’s resolve.
To avoid this it’s important, I think, to have rules that are clear and
understood by all. A set of classroom rules might include one or all
of the following:

1. We raise our hands before talking.
2. We work quietly at our desks.
3. We avoid talking when it is not necessary.
4. We listen when the teacher is talking to us.
5. We wait until a person has finished talking before we say some-
   thing.
6. We walk in the room at all times.
7. We sharpen our pencils only at recess time.
8. We are courteous and considerate of others.
9. We make good use of our extra time.

Of course, the number and kind of rules will vary considerably de-
pending upon the age of the students involved, but whatever they are
the teacher should be sure they have their basis in the law of God. A
word of caution might be appropriate here: It’s easy to go overboard
with rules. Woe is me if ever I’m heard saying, “Oh, Johnny, remember
Section IX, Rule 7: Peach pits must be wrapped in baggies before being
deposited in the wastepaper basket.” Much better, and my preference
with high school students, is the all-comprehensive, simple, Biblical
command to love God and the neighbor.

It’s easy to make rules, but quite another thing to keep students
from breaking them. However, I believe, there are some things that we
can do that will help. In the first place, if we desire our students to be
orderly in our classrooms, we must help by giving them an orderly
environment in which to work. The classroom itself should tell the
students that decency and order prevail. Secondly, the teacher must
play a major role here. How a teacher dresses, I believe, has an impact
on how the students react to him and the rules he implements in the
classroom. More important, however, is the teacher’s presence in the
classroom. I have difficulty feeling sorry for the teacher who com-
plains about the student who causes all the disruption while he is out
of the room. We don’t excuse the student, of course, but where is the
teacher? I don’t hesitate to say that the teacher’s presence is by far the
greatest single factor in preventing disobedience of school and class-
room rules. It’s incumbent upon us to put that preventive measure to
constant and effective use.
Preventive Discipline by Means of Formal Instruction

There is much more that could be said, and has been said, about preventive discipline as it is administered informally, but before I let you go this morning, I would like to say just a few things about what I will call preventive discipline by means of formal instruction, that is, discipline primarily preventive in nature but administered in direct connection with the teaching itself. Although this would be a good area for broader coverage in a future sectional, I would like to expose you briefly to two areas, namely, content and method. Comenius, the 17th century educator, had something to say about this:

If subjects of study are rightly arranged and taught, they themselves attract and allure all save very exceptional natures; and if they are not rightly taught, the fault is in the teacher, not the pupil. Moreover, if we do not know how to allure to study by skill, we shall certainly not succeed by the application of mere force. There is no power in stripes and blows to excite a love of literature, but a great power, on the contrary, of generating weariness and disgust. A musician does not dash his instrument against a wall, or give it blows and cuffs, because he cannot draw music from it, but continues to apply his skill till he extracts a melody. So by our skill we have to bring the minds of the young into harmony, and to the love of studies.

Though the words of Comenius might seem a bit idealistic, we all know from experience the importance of meaningful content. Much has been said in recent years concerning the need for relevancy in subject matter. Of course, what this world's educators consider relevant might be quite different from what you or I would consider relevant, but we would agree, I think, that no one more than the Christian teacher has at his disposal content that is relevant to his students. We have the light of the Scriptures to expose the truth! The Psalmist expresses that in Psalm 36:9: "In Thy light shall we see light."

This means that we may not simply come to our students with a lot of cold, hard facts for them to memorize. Rather we are responsible to incubate those cold, hard facts with the warm light of Scripture, with the result that what is taught has real meaning, relevancy if you will, for the students. Let me illustrate. A teacher could do an excellent presentation on Henry VIII's quest for a male heir, and how that resulted in England's break with the Roman Catholic Church. Interesting though that presentation might be, the student could legitimately say after class, "So what? What does that have to do with me?" Now let's take those same facts and examine them in light of the idea taught in Isaiah 45:4, "For Jacob my servant's sake, and Israel mine elect, I
have even called thee (the reference here is to Cyrus) by thy name: I have surnamed thee, though thou hast not known me.” Now the Christian school teacher has something to talk about! Like Cyrus, Henry VIII was but a tool in the hand of God, and though Henry’s goals were sinful, certainly not the good of the church of Jesus Christ, nevertheless he was a means God used to promote the cause of the Reformation in England. The cause of Christ’s church was at stake here, the very church of which your students are members. Now the student has something worth thinking about! Now there’s a reason to learn about Henry VIII! Consider, too, that now the teacher has something to present that is cause for inspiration, and inspired teachers often result in inspired students. I suggest, therefore, that meaningful content will reduce the potential for inappropriate student behavior. But, we all know that’s hard work! This is the “nitty gritty” of Christian education! And it’s here where teacher growth and development must take place. Federation-sponsored projects have done much to help us in this work. More of us could, and should participate.

The second and last area of formal instruction with regard to preventive discipline that I will address this morning is that of sound teaching methods. We don’t have time to say much about this, but let me suggest that we use a variety of methods. Let’s have our students coming to class with an air of expectancy about them, “What are we going to do today?” Also, and this involves variety in methods, we must come to class prepared, prepared not only with meaningful content, but also with the means we are going to use to present it. A rather humorous story from the book We Do Not Throw Rocks at the Teacher by Katherine C. LaMancusa will serve to illustrate the importance of being prepared:

4 Has Anyone Seen My Keys?

Miss Daftly is demonstrating a papier-mâché technique to her second grade class. She begins to crush the newspaper in order to create her basic armature form. “See how I am doing this, children?” she asks. “Do you see how I made the two little ears for my bunny rabbit?”

The children nodded.

“Boy, Miss Daftly,” says one little tot, “that’s really neat!”

“Of course,” says another, “our teacher is an artist!”

Miss Daftly smiles with satisfaction. There is no doubt in her mind but that this is her lucky day, for, you see, it is sometimes difficult for her to make bunny ears that look like bunny ears. Sometimes her bunny ears look like elephant ears. “You see what I am doing, children? I am going to tie these bunny ears to the head of my bunny rabbit. Wait until I get my string. Where is my string?
Children, did any of you see my string?"

"Noooooo, Missssss Daftlyyyyyy," the children chorus.

"But, that is impossible! I always have string when I make my bunny rabbits. I--."

Yes, it is possible. In cold retrospect, Miss Daftly remembers. She forgot to put the string on the table with the rest of the materials. Now she will have to unlock the cabinet in order to get some. Where are her keys? "Children, has anyone seen my keys?"

"Noooooo, Missssss Daftlyyyyyy," the second graders chorus again.

"Oh dear," she sighs. "Tommy, will you go to Miss Green’s room and ask her if I may borrow some of her string?"

Tommy arises and steadfastly makes his way to the door. He opens it, walks out, and closes the door softly behind him.

But lo! A moment later, the door opens again, and there stands Tommy. "What room is she in?" he asks.

Miss Daftly appears somewhat exasperated, and there is a slight edge to her voice as she responds, "Miss Green is in Room 2!—No, wait Tommy, I believe she is in Room 3—no—! Children, do you know Miss Green's room number?"

"She is in Room 5," says one little moppet.

"No," says another, shaking his head from side to side, "she is in room eleven-teen."

"No, silly, that's our room!"

"Oh dear," Miss Daftly says, "I will have to look it up!" She puts down the bunny rabbit and the two bunny ears and pulls the school directory from her desk drawer. "Miss Green is in Room 4," she says wearily.

Again Tommy opens the door, walks out, and closes the door softly behind him.

Miss Daftly picks up her crumpled newspaper rabbit and the two crumpled newspaper rabbit ears, and attempts to place them in approximately the same position that she had them in before. But alas, the crumpled newspaper rabbit has begun to uncrumple and the crumpled newspaper rabbit ears have begun to assume forms which are quite un-rabbit-ear-looking.

"You're ruining it, Miss Daftly," warns a child.

"My dear Anastasia," says Miss Daftly authoritatively, "your teacher knows what she is doing. Be patient now, and I will make the bunny rabbit look nice again."

"Miss Daftly!" a child's voice calls out "Billy hit me!"

"Billy, did you hit Marcia?"

"No, I did not, Marcia is a liar."

"I am not a liar! You did too hit me!" So saying, Marcia lets fly a smart crack to the boy's cranium area.

The teacher's muffled voice comes from under sheaves of crumpled newspapers, "Stop it! Stop it, I say! If you children are not going to pay attention, I will have to stop making this bunny rabbit!"
“Who cares?” says the classroom sycophant in a moment of madness and/or high reprieve. “It looks dumb anyhow!”

“What did you say?” asks the teacher. “What did you say?”

The boy smiles.

“Repeat what you just said,” Miss Daftly demands, looking at him from around the crumpled newspapers.

The boy continues smiling.

General unrest develops. Children begin to poke at one another, Someone says, “Let’s take a vote.” There is much giggling. Someone begins to whimper. It is Marcia. “Billy hit me again!” she wails.

The door opens. It is Tommy. He has returned.

With the last gasp of a dying duck, Miss Daftly calls out, “Bring me that string!”

Tommy steadfastly walks toward his teacher and says, “Miss Green says to tell you that she don’t gots any string.”

Possibly the most basic of tenets in the establishment of classroom control is P&O, or the ability to plan and to organize.

For some of the more fortunate of teachers, this presents little in the way of a problem, for they learned to plan and to organize very early in their lives, and the transfer of this ability into the classroom is a smooth and easy operation.

Other teachers represent the late bloomers or those who learned P&O through experiences in trial and error.

So there you have it. If you carry out all the preventive measures I’ve suggested this morning, more than likely you will be able to say with Julius Caesar, “Veni, Vidi, Vici,” and teach again next year. However, if some of your students still misbehave, you may have to introduce them to some corrective measures. That is, after all, what most people think of when you talk about discipline anyway.

---

Teaching in Northern Ireland

Mr. Deane Wassink

Mr. Deane Wassink is no stranger to the readers of Perspectives in Covenant Education. The last issue of Perspectives contained an article from his pen. He writes about his work as a teacher in Covenant Christian School in Newtonabbey, North Ireland.

Teaching in North Ireland.
The very thought was enough to bring to our minds ideas of ad-