"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.

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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-

venture, exotic places, and chances to serve Christ in a special way. These thoughts that were ours when we set out on our trip to Ireland have proven true, and then some.

After our arrival in August, 1984, there has never been a dull day. We began to settle into our home on the seacoast of North Ireland near Larne one week after we arrived. We are still settling. There is much to do to get things in shape for two adults, four children, and one puppy that found its way here a couple of weeks ago (for the children, of course). I think we are beginning to win.

The school consists of twenty-three students and three teachers. Mrs. Di Whitter teaches P1 and P2 four days a week. My wife, Donna, teaches the same class two mornings a week including music. I teach P3-P7. We meet in a classroom of a church. We divide the one large room into two smaller ones by means of a heavy curtain.

There are many unique aspects to the work out here. The heavy curtain is only minor. In addition, everything in the classrooms must be moveable so that every Friday everything can be stacked out of the way for the church to use the room for its Sabbath School classes. Also, the number of children in my class varies between 10 and 13. You see, I have three children who are home taught. They visit the class three days a week for the experience. The family is here for a year from England while the father is going to seminary.

There is also the "primary" system of grade levels. The children start school when they are four (something my second daughter Kristin enjoys greatly). Then they are called P1s. Year two they are P2s, and so on. This continues until they are eleven years old. Exams are then given which determine whether they go into a vocational or grammar school track. Our own school is planning to enter the secondary level next year with two twelve-year old boys. If it seems confusing and different to you, don't feel bad. I'm just getting a handle on it.

They call me the headmaster of the school. I take care of the day-to-day running of the school. I must give reports to the board every month to explain what we are doing. I take care of the discipline. The board has given me a cane for this purpose. It works very well. I also take the daily devotions and singing. Finally, I am a teacher. My full-time class is made up of nine boys and one girl, ages six to eleven. As you would expect, the age difference is a challenge. I often get the feeling that I am teaching in an old-time one-room schoolhouse.

We have received much support for the Protestant Reformed principles by which we work here. We have had many opportunities to witness for the truth. We seek to help the saints here to develop in

the truth. Specifically, we work toward an understanding of the wonderful work of Christian covenant instruction. Certainly, this experience has been a great opportunity for us to grow as well. We learn every day. We are convinced that God is using our work here. We are grateful to Him for His mercies to us.

I would love to tell you about the communion of the saints we experience with the Bible Presbyterian Church in Larne. Space permits me to say only that we have been able to strengthen each other as fellow Reformed believers. Our stay here would be nearly impossible without the care and love of these saints.

Our work here has been an adventure. But, it is much more. It is an opportunity to help God's people in another part of the world. We pray that God may continue to use us.

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How Do We Help the Learning Disabled?

Mrs. Jeanette VanEgdom

Mrs. VanEdgom is an elementary teacher in the Northwest Iowa Protestant Reformed Christian School, Doon, Iowa. This paper was prepared for a faculty meeting program at the school.

The major responsibility for learning disabled children lies with the classroom teacher. The classroom teacher will evaluate and develop an educational program for the learning disabled child by developing a classroom strategy that will make it possible for him to be successful.

I. What is a Learning Disability?

Learning disability can include defects in specific skills necessary for reading, spelling, or calculating. Learning disability can also include a collection of maladaptive behaviors such as hyperactivity, impulsitivity, distractibility, and poor concentration. It is a disability that interferes with the child's capacity to learn.

Learning disability excludes children who have learning problems that result from poor vision, faulty hearing, motor handicaps, mental retardation, emotional disturbance, or environmental disadvantage.

Learning disabled children can have an average or better than average intelligence, i.e., an IQ of 90 or above.