

viaticum

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Rooted in Him

From exercise science to photography,
the foundation of faculty work at Asbury
is in the love of God and neighbor.

▸ Art of the Ordinary

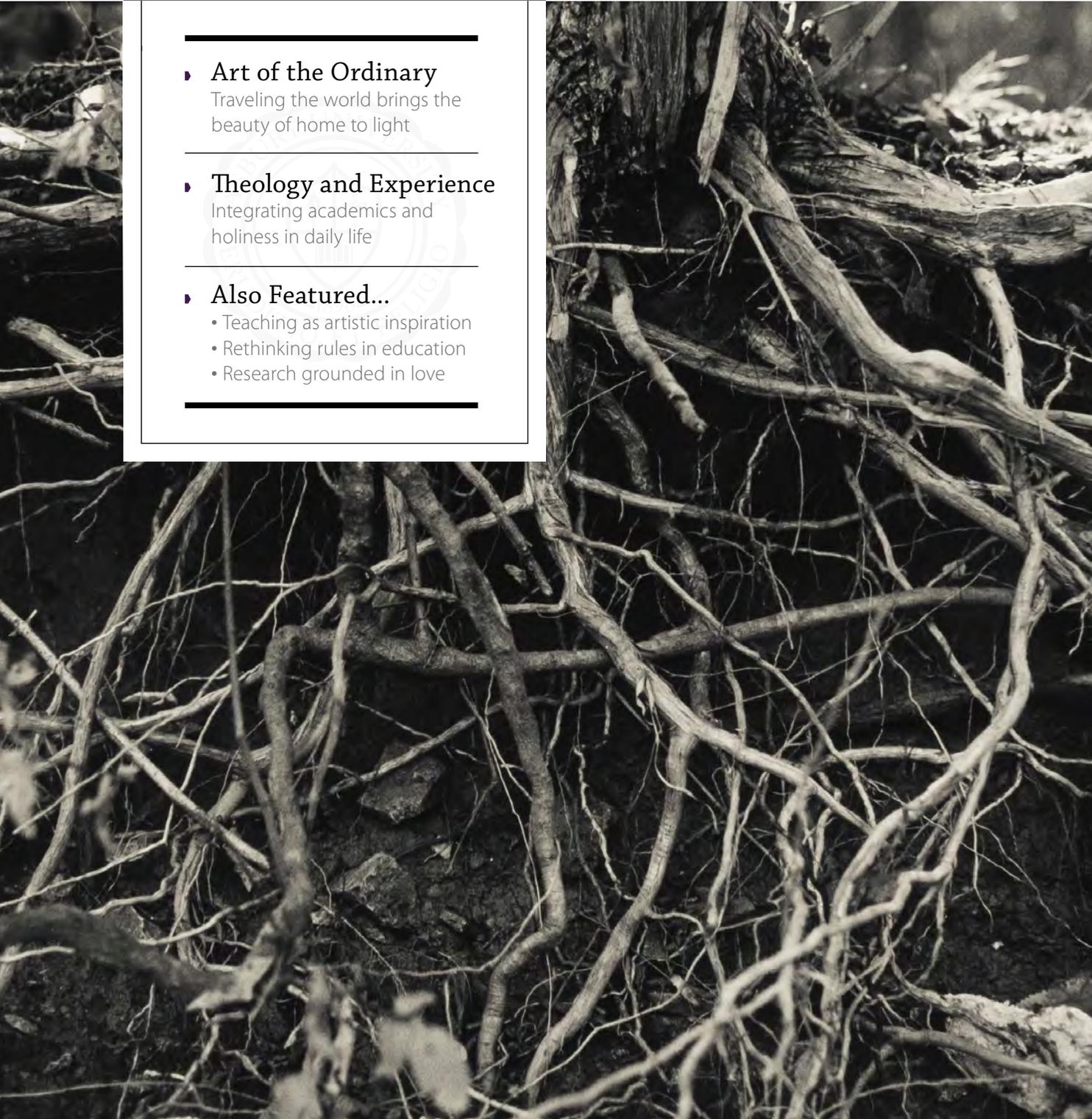
Traveling the world brings the
beauty of home to light

▸ Theology and Experience

Integrating academics and
holiness in daily life

▸ Also Featured...

- Teaching as artistic inspiration
 - Rethinking rules in education
 - Research grounded in love
-



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Asbury University, a Christian Liberal Arts University in the Wesleyan-Holiness tradition, equips students, through academic excellence and spiritual vitality, for lifelong learning, leadership and service to the professions, society, the family and the Church, preparing them to engage their cultures and advance the cause of Christ around the world. ▸

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ON THE COVER:

"Eradicated Lineage" a photograph by Asbury University Professor Keith Barker. Read more about Barker's approach to figurative roots in "Art of the Ordinary" (p. 1).

For more information about Asbury University or any of the features or research in this issue of "Viaticum," please write to: Office of Marketing & Communications, Asbury University, One Macklem Drive, Wilmore, KY 40390-1198. You can also e-mail us at marcom@asbury.edu or visit our Web site at asbury.edu.

vī-'a-ti-kəm I. n., 1. travelling money, provisions for a journey (in the form of food, money, etc.). 2. (transf.) intellectual or similar resources for the journey of life.

Rootedness

"So then, just as you received Christ Jesus as Lord, continue to live in Him, rooted and built up in Him, strengthened in the faith as you were taught, and overflowing with thankfulness" – Colossians 2:6-7

In most plants, the root system is a belowground structure that serves primarily to anchor the plant in the soil and take up water and minerals. While less familiar than the more visible flowers, stems and leaves – roots are no less important to the plant. In fact, the health of a plant will only be as good as its roots are strong and deep. This idea of rootedness – and its importance to teaching – can be seen throughout this issue of the "Viaticum."

A poet pushing her students to take their creative writing to the next level is rooted in the practice of taking the same risk with her own. An educator exploring the idea that student discipline is rooted in the principle of teaching good social skills, not simply requiring submission to rules. Other articles highlight a physical therapist examining the importance of childhood health – fighting obesity through physical activity – as the root and foundation of a healthy adult life, and a theologian focusing on the historical roots of our holiness theology – and its practical application for 21st Century living. Lastly, and appropriately, an artist explores the idea of rootedness in his art – through the photographing of something truly rooted – a tree.

Rooted.

Growing Deep.

Living Tall. ▸

Jon S. Kulaga, Ph.D.
Provost
Asbury University



ART OF THE ORDINARY

Barker utilizes sabbatical to bring the beauty of home to light

The cedar tree in Professor Keith Barker's front yard is a common site across Kentucky. With its shaggy bark and scrappy, needle-like leaves, it blends into the landscape so well it's nearly invisible. Barker has looked at the tree nearly every day for years, but it wasn't until he traveled around the world that he saw the tree — and his vocation as an artist — in a new light.

A 1991 Asbury University alumnus and chair of Asbury's Art Department, Barker went on sabbatical in 2014, visiting the Bahamas, Greece and several locations in Europe with his family. Sabbatical was a restful and creatively productive time as Barker explored new subjects, photography tools and techniques. Most importantly, though, sabbatical taught Barker the artistic importance of roots.

"I did an extensive amount of traveling, but it's what I did when I came home that really resonated with people," Barker said. He gestured to a series of photos in his office (pictured on pages 2 and 3) — his artistic treatment of the cedar tree in his front yard.

"Travel is part of what made this more rich for me," Barker said. "I had been to several different places, shooting lots of other trees. And yet this is in my yard, right in front of my house."

Called "Lengthening," the project consists of 40 images — one for each day of Lent, the liturgical season preceding Easter. In totality, however, "Lengthening" was much bigger than 40 photos. Barker made more than 500 images of the tree, each one from a different perspective or using different settings.

"At the end of each day, I would choose only one image to represent that day," Barker said. "Some days I would think it through and plan carefully. Other days I walked around the tree uninspired. I went on the roof. I shot from inside the house. I shot uphill and downhill, daylight and twilight."

For Barker, "Lengthening" demonstrates the importance of reflection, humility and simply being faithful to notice the beauty all around us. Like Lent, "Lengthening" is a call to be still and to be faithful.

"This humble cedar tree literally weathers the storms and wind, yet it remains what and where it is," Barker said. "The quotidian — the small, daily things — start to become more important as they accumulate, because they accumulate. It strengthens the notion that individual acts are rather insignificant as such, but they add up and make a significant difference long-term when done consistently and faithfully."



“Lengthening” by Keith Barker

For Barker, the challenge is to become the person — husband, father, artist, educator — God made him to be.

“I’m reminded of all the places in my life that I have striven to do or be something other than what I am, and by God’s mercy and grace, he hasn’t allowed me to have what I wanted,” Barker said. “We are called, in some ways, to so much less than what we strive for — a simplicity that’s like this tree right in front of us.”

During the creation of “Lengthening,” Barker drew inspiration from Wendell Berry’s Sabbath Poems. Though they were penned at different points throughout the Berry’s life, the Sabbath Poems all share a location in common, having been written during weekly Sunday walks on his farm.

“Creativity stems from faithfulness to notice things — to make art from the familiarity of a place, not from its

uniqueness,” Barker said. “Nearly 40 years of writing about a place that he knows so well is pretty remarkable. Berry says that familiarity doesn’t mean a subject is used up. It means the subject is inexhaustible.”

Barker’s sabbatical experience reflects an insight made by G.K. Chesterton in “The Everlasting Man.” Chesterton writes, “There are two ways of getting home; and one of them is to stay there. The other is to walk round the whole world till we get back to the same place.”

For Barker, sabbatical was more than an opportunity to enjoy travel and new dimensions of creativity. More than anything, it was an opportunity for him, and for his family, to more fully appreciate home.

“We want to steward what we have rather than strive for what we lack; to find awe in simple gifts; to attend to our neighbor and stay true to the people with whom we are close, and the ambitions we have been given,” Barker said. “The surface of life I know best is right here in and around my home and under my feet. All I have and will ever need is inexhaustible.”

“I’m reminded of all the places in my life that I have striven to do or be something other than what I am, and by God’s mercy and grace, he hasn’t allowed me to have what I wanted. We are called, in some ways, to so much less than what we strive for — a simplicity that’s like this tree right in front of us.”



Keith Barker

Keith A. Barker is Professor of Photography and Chair of Asbury University’s Art Department. He received a Bachelor of Arts in Studio Art from Asbury (1991) and a Master of Fine Arts in Photography from Savannah College of Art and Design (2000) in Georgia. In 2013, he received a travel fellowship to South Africa along with 20 other artists from North American and African countries. The collective results comprised a group art exhibit that travels all over North America until 2018.



Kearns' research may impact change, help more children meet recommended levels of physical activity.

The recommendations are clear — kids need at least 60 minutes of physical activity during the day. Failure to meet this threshold of activity can result in adverse health effects, including obesity and increased risk for diabetes, high blood pressure, high cholesterol, asthma and arthritis. And yet, many schools in Kentucky fail to meet recommended levels of activity in intensity or in minutes — why?

Elise Kearns, assistant professor of Exercise Science at Asbury University, intends to find out. Powered by research and a passion for child healthcare, she plans to follow the data all the way to policy change.

Through her research, Kearns has identified four primary barriers to the implementation of recommended activity levels: (1.) low priority for physical education compared to other academic subjects; (2.) lack of professional development; (3.) lack of funding; (4.) lack of proper support.

Low priority for physical education, Kearns said, is possibly tied to schools focusing on test scores in other subjects.

"If you ask an administrator or P.E. teacher their perception of what the barrier is, they may say there is less priority placed on physical education than other subjects," Kearns said. "Schools are afraid to put the minutes into



physical activity because of the impact they think it will have on test performance. However, there is evidence to suggest that increased physical activity during the school day might have a positive impact on academic performance."

The next step in Kearns' research is a survey for educators that will include specific questions regarding what would motivate them to comply with recommended physical activity levels.

Kearns' research isn't just about achieving the correct number of minutes of physical activity — it's also about intensity of exercise. Motivated by her background in pediatric therapy, she wants to change children's health for the better during one of the most crucial stages of their lives.

Kearns' passion for child healthcare goes back to her own childhood. Because her father and mother worked at the Kentucky School for the Deaf, Kearns consistently spent time around children with disabilities and developed a love for them. Before coming to Asbury, Kearns worked as a pediatric therapist for 12 years. During this time, many of the functional limitations she saw in children resulted from obesity, both among children who were typically developing and even more so among children with developmental disabilities. The experience left her with a passion to make a difference in schools.

"I'm a clinical physical therapist, yet I'm doing research that's school-based," Kearns said. "The reason is that it's a venue where you have the most time to make the biggest difference for a large group of students, as well as an opportunity to change policy at an organizational level. It's important to change the climate within elementary schools to recognize that physical activity is just as important as everything else."

Kearns' research interests come through in her own classroom at Asbury. All of her classes incorporate reading research articles and article critiques, and last semester, her students helped collect data for her research. Additionally, a number of students are submitting literature reviews to Asbury University's SEARCH Symposium, an annual academic event showcasing student research.

Both as a researcher and a professor, Kearns says her work is grounded in love.

"It's about love for children," Kearns said. "Love for children ultimately impacts the Kingdom by helping them achieve their maximal functional ability into adulthood and living rich lives with the Lord." ▸



Elise Kearns

Elise Kearns is an Assistant Professor of Exercise Science in Asbury University's Natural Sciences and Allied Health Department. She received her Bachelor of Science in Health and Sport Studies/ Exercise Science from Miami University and her Master of Science in Physical Therapy from Washington University in St. Louis. She is currently pursuing a Ph.D. in Rehabilitation Sciences at the University of Kentucky with a research interest in pediatric obesity. She's practiced physical therapy for 12 years in a variety of settings.

Faith Seeking Understanding

Theology isn't speculative for Bounds — it's rooted in experience.

Theology has never been purely speculative for Dr. Chris Bounds '88, professor of Theology at Asbury University. In large part, Bounds' work as a scholar has been an attempt to better understand his personal experience of sanctification — a journey that began, like so many others, in Asbury's Hughes Auditorium.

From an early age, Bounds had seen holiness modeled in the lives of others. He wanted the same gift for himself, but even after his conversion, he lived a "frustrating existence of desiring to follow God, desiring to walk in obedience, but not having the wherewithal to do it."

Bounds was a student at Asbury when his life changed. After a conversation about holiness, he went to pray in Hughes Auditorium with Dr. Clarence Hunter, an Asbury Philosophy professor. Hunter laid hands on Bounds and prayed over him for nearly two hours.

"It's in the evening, I'm drifting in and out of sleep, hovering over the kneeling rail, and he's praying," Bounds said. "When I left there, I didn't feel any different. But the next day when I got up, I started walking in a new way of life, and I knew that the Lord had done something in my life. I was walking in a fullness and victory I had not experienced before."

He had experienced what Wesleyan theology calls "entire sanctification" — a work of God's spirit in which believers are released from the power of sin and set free to fully love God and neighbor. As a pastor-theologian, Bounds' research, teaching and preaching are driven by a desire to understand and communicate the work of holiness in life.

Bounds has published widely on the doctrine of Christian perfection in the early church fathers, in the Reformation, in the 18th-century Methodist revival and in the 19th-century American Holiness movement. Most recently, he published an article in the *Wesleyan Theological Journal* titled "Tertullian's Doctrine of Christian Perfection in Its Theological Context."

"Research like this has helped me to see that Christianity, when it is lived in the power and purity of the Holy Spirit, is the normative Christian life," Bounds said. "It is what all believers should experience early in their discipleship. It is what I believe can happen in the lives of my students at Asbury University."

A love for the doctrine of holiness compels Bounds to share its beauty and its hope, both as an educator and as a pastor.

"From my perspective, there is nothing more beautiful than our Wesleyan teaching on holiness," Bounds said. "Sometimes people get fixated on teaching about sin. But the ultimate end of the Christian life is not to be free from sin, but to be free to be able to love God and love neighbor and walk in obedience to God. That is an incredibly beautiful vision of the Christian life."



As a theologian, Bounds is also committed to helping people avoid cheap imitations of sanctifying grace. It's not just a public act or decision. It's not just a desire to "do better." Most importantly, it's not simply victory over sin.

"The end of entire sanctification is loving God with an undivided heart," Bounds said. "Ultimately, I agree with John Wesley that entire sanctification is nothing more and nothing less than loving God with your whole heart and loving your neighbor as yourself."

Holiness is central to Asbury's spiritual identity. It's not just "Holiness Unto the Lord" emblazoned over the organ in Chapel, it's written into the fabric of the institution and is a witness to every professor, staff member and student.

"These words, 'Holiness Unto the Lord,' point to a beautiful possibility and hope in the present life," Bounds said. "By God's sanctifying grace in the power of the Spirit, we can be made holy. We can be delivered from the power of sin and set free to walk fully in the love of God and neighbor." ▸



Dr. Chris Bounds is Scholar in Residence, Professor of Theology and Gardner Professor for the Promotion of Holiness at Asbury University. He received his B.A. in Bible with a minor in Greek from Asbury University in 1988 and earned his M.Div., with an emphasis in theological studies, from Asbury Theological Seminary in 1991. He was awarded his M.Phil. in 1994 and Ph.D. in 1997 from Drew University with a focus in systematic theology. He is widely published and has co-authored three books.



Focus on The Foundry

Through the past decade there has been an explosion in the number of online institutional repositories developed by colleges and universities. For many academic institutions, these repositories (or IRs) are coming to be seen as a vital resource to document and promote campus research and scholarly activities, and they can positively impact the recruitment of high-achieving faculty and students. According to the Association of Research Libraries, IRs “have the potential to serve as tangible indicators of a university’s quality and to demonstrate the scientific, societal and economic relevance of its research activities, thus increasing the institution’s visibility, status and public value.”

As Asbury University seeks to take advantage of this tool, and similarly showcase its intellectual output to a networked world, “The Foundry” (repository.asbury.edu) was launched in early 2015. Since that time, The Foundry has become the home to some fascinating works of scholarship produced by current Asbury faculty

and students from a wide variety of disciplines. In fact, as of November 2016, 17 different faculty from 11 academic schools and departments have contributed more than 45 separate items to The Foundry. The vast majority of these contributions are published articles or book chapters, and the scope of expertise is as broad as Asbury’s liberal arts environment. Some representative titles include:

- “Irenaeus and the Doctrine of Christian Perfection” by Dr. Chris Bounds
- “Why Biblical Integration in Business?” by Dr. Kevin Brown
- “Challenging Orthodoxy: Problem Based Learning in Preservice Teacher Training” by Dr. Joe Blackburn
- “On We March: Salvationist Identity in the Age of Nationalism and Imperialism” by Prof. Nathan Miller
- “Spiritually Charged Visual Strategy: Jackson Pollock’s ‘Autumn Rhythm’” by Dr. Linda Stratford

- “Interviewing Adolescent Females in Qualitative Research” by Dr. Carmen Dixon
- “Embodying the Global Soul: Internationalism and the American Evangelical Left” by Dr. David Swartz

Additionally, The Foundry features several poster presentations and other works of scholarship produced by graduate and undergraduate students.

Because The Foundry is built on a software platform that is designed to be “optimized” for Google searching, there has been quite a bit of online traffic to the site. Several articles have been viewed more than 70 times each, and visitors have come from countries such as China, Bahrain, Germany, Israel, Japan and Ukraine. The hope is that, through The Foundry, scholars (and potential students) from around the world will discover the high level of research and creative thought produced at Asbury University, and be encouraged to learn more about who we are and what we do! ▶



Inspired Verse

Students help in shaping Hurlow’s poetic success

During her 33 years at Asbury University, Dr. Marcia Hurlow has found that “professor” and “poet” are two roles that go hand in hand. A widely-published creative writer and professor in Asbury’s English and Journalism Departments, Hurlow says the interplay of teaching and writing has been central to her artistic development. As a professor, she encourages, challenges and inspires her students — and throughout her career, students have done the same for her.

In 1986, Hurlow was publishing poetry in “good, mid-range journals” including “Nimrod,” “Chicago Review” and “Poetry Northwest.” She hadn’t considered submitting poems to top-tier journals, though, until a student — Jonathan Walz ’92 (now director of curatorial affairs and curator of American Art at the Columbus Museum) — suggested she submit poems to “Poetry Magazine.”

“I probably didn’t smirk, since he was so earnest,” Hurlow said. “The magazine, founded in 1912, was the first to publish T.S. Eliot’s ‘The Love Song of J. Alfred Prufrock,’ Gwendolyn Brooks’ ‘We Real Cool,’ Carl Sandburg’s ‘Chicago,’ as well as important poems by poets such as Pound, Millay, Ashbery, Cummings, Plath, Ginsberg, Stein, Bishop, on through a list of today’s notables. I did not see my work fitting in that spectrum, so I replied, ‘Oh, I’m not good enough to send there.’”

On her drive home, Hurlow revisited her conversation with Walz. His challenge — and her dismissal — seemed at odds with the message she presented in the classroom.

“Did I not value God’s gift enough to aim for the best venue?” Hurlow said. “I thought of Luke 8:16-18, the light

under the bushel passage. How could I continue to push my students to take their writing to the top level they could, if I were not willing to take the same risk with my own work?”

As a result of her conversation with Walz, Hurlow collected poems for submission, revised and polished her selections and sent them to Joseph Parini, who was editor at “Poetry.” A few months later, one of her poems was accepted, and Parini invited Hurlow to send more. By following through on Walz’s challenge, Hurlow had broken into a new tier of publishing and developed a connection that would continue to push her artistic development.

“I was just goofy with delight,” Hurlow said. “It was a very surreal moment, because I never thought something like that would happen. I just didn’t put myself in the same league as writers who have been published by ‘Poetry.’”

For Hurlow, the clear lesson is never to underestimate God’s gifts or our capacity to develop — by persistence and hard work — the gifts we have received. It’s a lesson she continues to apply in her own life and in the classroom.

“We sometimes underrate our talents or we don’t follow through with the gifts that God’s given us, and so it has really pushed me to push students,” Hurlow said. “You may think you’re not ready now, but you can develop this and you can push forward, and it’s all on you pal — you’ve got to believe in God’s gift for you.”

Students have contributed to Hurlow’s poetic development in other ways, as well. Her most recent book of poetry, “Brushstrokes on Water” — featuring a cover



Three Boys Throwing Pebbles

(painting by Karoly Ferenczy, 1890, near Budapest)

—by Dr. Marcia Hurlow

Each boy has gathered flat stones on the sandy bank of the river to skip clear to the other side, where we see a clutch of white houses and a scattering of poplars.

The smallest boy crouches, his back to us. He reaches down to choose a stone. The others stand in profile. The oldest, stone in his right hand, weight on his right bent leg, may throw soon.

The middle boy, shirtless and barefoot, stares sternly up the river. We notice their short-cropped hair glows. Neither boy smiles. The artist, a man of 28, knew those were sober faces of loss.

The artist saw the houses were industry, the poplars were smoke stacks, the boys gone off to war, the two not returned. He picks up the stone and skips it. It sinks in the middle of the Danube.

illustration by her husband, Gregory Stump — grew directly from student writing assignments.

“Many creative writing students over the years have also had minors or majors in Art,” Hurlow said. “In an effort to bridge those fields for them, I began to give assignments in ekphrastic poetry, exercises to ‘see into’ and ‘reanimate’ a painting or sculpture, though the same assignment can use as its trigger any art form — music, drama, dance.”

As a pianist and cellist, Hurlow says music and writing have always been connected in her mind. When she’s starting a new piece, the sound of the words can be as important as the sense.

“You have to hear your work like a reader would,” Hurlow said. “You have to hear the music. There are a lot of poems and creative nonfiction pieces that I’ve started out more with a sound of a phrase or a sentence, and I’m following that more than the sense. And through following that faithfully, I discover a meaning. Without the music of words, why write poetry? Seriously.”

Painting, however, was not a regular part of Hurlow’s poetry until her students’ ekphrastic poems captured her imagination. Seeing students’ explorations of art works inspired her to pursue the form more deliberately, with a particular focus on painting.

“Two years ago, during a linguistics conference in Budapest, I took a break while the organizers had a business meeting,” Hurlow said. “Our hotel was across the street from Heroes Square and The Museum of Fine Arts. I treated myself to a notebook from their gift shop and wandered the halls. I didn’t get far before I had drafts of four poems. In the next few days, with quick visits between sessions, I had four more. As they were accepted by literary magazines, I began to see them as a unified set. With visits to art museums in Louisville, Cincinnati and Columbus, I had enough for my sixth collection, ‘Brushstrokes on Water,’ which was accepted last spring.”

Teaching creative writing offers reciprocal benefits. Hurlow offers her students a wealth of insight and experience, and in return, the students bring a fresh, energetic perspective to the classroom.

“How could I continue to push my students to take their writing to the top level they could, if I were not willing to take the same risk with my own work?”

“Some of our energy for writing gets dispersed by the time we’re 30,” Hurlow said. “I’m not sure what that is — part of it has to be that life happens and we start being more analytical. So to have people around you that are thinking more with their right brain is very energizing.”

As a writer, Hurlow offers students a realistic window

into journalism and creative writing. She grades like an editor, and her writing classes incorporate peer review, challenging students to give and receive constructive criticism.

“It’s obvious in my field that you send out work, whether that’s journalistic pieces or creative writing pieces, to publications where you’re vulnerable to peer editing,” Hurlow said. “That gives you a different kind of sensitivity to your students, but it also reminds you that you have a relationship with your students as editor as well as teacher, and you have to be realistic with them. And that kind of doubles back on your own work — besides having to be out there to truly appreciate what the students may be going through, you also have to push yourself in honor of your students.”



Dr. Marcia L. Hurlow joined the Asbury University faculty as an Assistant Professor of Journalism in 1983. As a full Professor, she now also teaches Creative Writing, Linguistics and TESL. Her B.A. in English is from Baldwin Wallace University. She has an M.A. in Journalism and a Ph.D. in Rhetoric and Applied Linguistics from The Ohio State University, and an M.F.A. in Creative Writing from Vermont College. Besides research articles, she has published six books of poetry, plus poems, short stories and creative non-fiction.

Golden Rules

School discipline isn't easy — but it can be positive

It has to be one of the thorniest questions in education — how should educators approach problematic behaviors from students? There's no single answer, but speaking from 25 years of education experience — and a doctoral dissertation on approaches to behavioral problems — Professor Mike Hylan has some ideas.

School discipline practices need to be re-framed, says Hylan, an associate professor of Education at Asbury University. Rather than simply identifying prohibited behaviors and corresponding punishments, schools need to develop an approach that helps students build positive social skills. Using this approach, educators don't just punish bad behavior — they help students better understand their behaviors and teach them how to respond more appropriately in given situations.

"My students' eyes always get big when the first thing I say is, 'Let's throw out the rules,'" Hylan said. "We didn't get rid of expectations, though — we re-framed how we look at them. We don't say, 'Don't talk when others are talking.' Instead, we say 'Hey, it's important to listen to him so you can hear what he's saying, and then you can respond so he'll listen to you.'"

Hylan's interest in behavioral issues stems from his experience as a teacher and principal. In inner-city public schools, private Christian schools and public alternative schools, he saw evidence supporting the crux of his research — that problematic behaviors are the result of social-emotional issues. Consequently, he says schools need to focus on helping students become more aware of the root causes of their behavior.

The ultimate goal of discipline has to be positive teaching, not punishment. It's a vision of education that extends far beyond the classroom. Education should produce people who can not only read, write, calculate and reason, but who can also contribute to the common good.

This approach, called emotion coaching, is based on contemporary research including John Gottman's "Raising an Emotionally Intelligent Child." Teaching kids to focus on deeper issues, not just rule-based obedience, isn't a new idea, though. Hylan says the approach is rooted in the teaching of Jesus.

"To me, this comes out of understanding how Jesus deals with people," Hylan said. "People would say, 'The Scriptures say this,' and Jesus responded, 'That's true, but you've got to look at it in the right framework.' Jesus realized that telling someone what not to do doesn't mean they know what they ought to do."

Hylan's research in emotion coaching profoundly affects his classroom at Asbury. Particularly in his "Differentiation in Diversity" class, Asbury student teachers learn to deal with differentiation including learning disabilities, cultural differences and social-emotional issues. Student teachers learn to think of discipline not in terms of abstract rules, but in terms of helping their students identify constructive responses to their emotions.

"The first thing you typically do in a classroom management class is tell students, 'OK, the first thing you have to do is establish your 10 rules and then post them where kids can see them.' But the first thing I want my students to do is stand by the door and greet every student by name and know their name within the first day. The second thing I want them to do is start off in a positive climate with their students — greet them, shake their hands. Then develop expectations with them."

The ultimate goal of discipline has to be positive teaching, not punishment, Hylan says. It's a vision of education that extends far beyond the classroom. Education should produce people who can not only read, write, calculate and reason, but who can also contribute to the common good.

"We've lost this, but it's not all about academics," Hylan said. "Schools were initially designed for the purpose of making people smart and good. We want to remember the *good* part." ▀



Dr. Michael Hylan is Associate Professor and Chair for the Department of Education Specialties in Asbury University's School of Education. He earned his Ph.D. from the University of Missouri – St. Louis with a specific emphasis on at-risk students and character education. Before coming to Asbury, he enjoyed a 25-year career as a public and private school educator. He served as a high school math teacher, principal and as an alternative high school principal for students with emotional disorders and behavior problems.



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