

SCHOOL LIGHT LINES



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Joys of Teaching | Part 1: Learning So Much | Joe Beiler

First of all, I confess—I love to teach. To explore a subject such as the *Joys of Teaching* seems so right. How is there not joy in teaching? It is so hand-in-glove. It is like saying the word *Merry* . . . and everyone knows you are about to say *Christmas*. *Joys of* . . . *Teaching!*

However, I will quickly add the obvious disclaimer. Not every circumstance of every day in the classroom is joyful. In fact, many of my keenest joys as a teacher resulted from spreading prayers and shedding tears over a student who was self-willed, a parent who felt misunderstood, or an “impossible” classroom dilemma. A proverb wisely states, “Out of the presses of pain comes the soul’s best wine, and the eye that has shed no rain can shed but little shine.”

Joy 1. Teachers put themselves in the position of learning so much.

Picture yourself going to the airport to catch a flight. There is no jetway, so you cross the tarmac and climb the narrow steep steps to the door of the main cabin.

You stand on the small platform before entering the airplane and look around to enjoy the view from approximately thirty feet in the air. Absorbing your surroundings from this vantage point, your heart skips a beat, and you say to yourself, “Look what all I can see up here that I could not from the ground! And

the airplane—I can actually touch the side of its sleek, hard shell and feel the powerful throb of the engine. This must be the ultimate!” You wish for a lawn chair and a glass of sweet tea so you could sit right there on the platform of the plane you are about to enter. You are certain you have never reached these heights before, and you would be content to stay right where you are for as long as you want.

The analogy may be a bit of a stretch, but too often we live this way. We are content with heights we have achieved and accomplishments we have made, when in fact the journey has scarcely begun. We satisfy ourselves in having just enough knowledge stored away to get by in life and never begin taxiing out the runway to heights of discovery where only God could take us. God has so many things hidden just beyond our current position, ever tantalizing us upward and forward toward Him through His created world.

As teachers we have the remarkable privilege of spending much of our time learning. Every new day brings the chance to go to new altitudes with our students to view things from a perspective we have never seen them from before.

While our peers are building houses, cooking jam, and manufacturing sheds, we have the opportunity to explain to our



Anne Sullivan: The Blind Teaching the Blind

Lessons learned from a teacher who used her handicap to help others.

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A Soft Answer

Even when the response to a soft answer is not what was expected, it is still the best option.

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students how the solar system works, what photosynthesis does, and whether or not weed killer would kill a human who accidentally ingests it (not to mention why it would or would not).

We get to take our students outside to drop different objects from varying heights as we discuss density, mass, air resistance, and gravity. We take time to go out on the sidewalk with our students to find an unsuspecting ant and follow it to discover its current mission. We get to study the clouds and weather patterns and even try our hand at forecasting the weather with our students. We get to review significant events in history and discuss how they still affect us today. We can take time to study Adolf Hitler and George Washington and Menno Simons. Or how about the Iron Curtain, the Bay of Pigs, and the Black Death?

The joys of teaching! There is so much to learn on this wonderful planet we call home, and it might just be that nobody is better positioned to do so than a teacher. [u](#)

Joe lives with his wife and three children in Fairland, Oklahoma. He taught seven years and is currently serving as the upper-grade teacher/principal at Grand Lake Mennonite School. His passion is relationships—God, wife and family, church family, students—although he will go out of the way for soft vanilla ice cream cones and carefully brewed coffee. He appreciates a well-researched book and believes that everything he needs to know is in a book somewhere.



Theme Verse Exercise | Danette Martin

To stay spiritually fit throughout the school term, teachers need to exercise themselves faithfully in the Scriptures. Here is a technique you may find helpful. Choose a verse, or verses, as your personal theme for the school year. Theme-for-the-year verses I have chosen in the past include the following:

Psalms 111:10 “The fear of the LORD is the beginning of wisdom: a good understanding have all they that do his commandments: his praise endureth for ever.”

Jeremiah 17:5-8 “Thus saith the LORD; Cursed be the man that trusteth in man . . . he shall be like the heath in the desert, and shall not see when good cometh . . . blessed is the man that trusteth in the LORD, and whose hope the LORD is . . . he shall be as a tree planted by the waters.”

Ephesians 3:20, 21 “Now unto him that is able to do exceeding abundantly above all that we ask or think, according to

the power that worketh in us, unto him be glory in the church [school] by Christ Jesus.”

Read often the verses you have chosen and memorize them. Use them in the morning to stretch and challenge you. Use them in difficult times to warm and encourage you. Maintain your vitality during the in-between times by meditating on your special verses.

You may wish to mark your theme verses in the margin of your Bible for further reference. Note the name of the school and the date of the school year. Today when I come across theme verses marked in my Bible, I recall memories of a particular school and am strengthened as I reflect on God’s faithfulness.

Take time before school begins to “warm up” for the year ahead by selecting a theme Scripture. Then meditate on it often to benefit spiritually throughout the year.

Source: Reprinted from August 2000 LightLines.

Dear Second-Year Teacher,
Welcome back to another year! It's good to see that you stuck around, that you were brave enough to try it again. It would be a shame to waste all the learning you did last year.

The second year should be easier. Why is that?

Whether you consider your first year a grand success or an utter failure—in reality it was probably neither—you likely hit some rough places. You probably found that actually teaching didn't exactly fit your idea of teaching. You found that you were working with frail, willful human beings, not robots programmed to obey your command. You found that the clock went faster than you expected. You found that your superior knowledge was still not enough to help every child understand. You found that you had less patience than you thought. You found . . . lots of things that didn't go like you thought they should.

This year, you can plan proactively. You know better what you will be working with. You know many students need help curbing their selfish desires (we don't sit in a hard seat and work on difficult material just because we want to). You know students are happier when they've learned self-control (we aren't happy when we procrastinate, argue, or sulk in a corner). You know the rough places in the curriculum. You see the whole picture and know where you want to end up before you start. You are better prepared to meet the challenges.

As you plan your new year, think about the areas that went well. Was your schedule effective? Did your grading method work? Was the way you dealt with class disruptions successful? Don't throw away the things that worked.

Give a lot of thought to last year's trouble spots. Was the book/craft corner a place for disruption, whispering, and distraction? Could you limit the number of children who can be there, specify when students may use it, be more specific in your expectations, or eliminate it altogether? Did students have trouble completing math on time? Would it help to have more flash-card practice, or should the class period be longer so they have more time to work on it? Was the problem that hands waved constantly over the classroom? Do students need more time in review and drill, or do you need to teach them to pay better attention during class? One advantage of this year is that you better know the trouble spots and can prepare for them.

You learned much last year, but teachers are like students: throw too much new material at us and we catch only part of it. We need review and reminders. Go back over all the beginning

You learned much last year, but teachers are like students... We need review and reminders.

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Minus a subject

Student: I wish I could have gone to school with Cain and Abel.

Teacher: Why?

Student: Because there was no history to study!

-selected, revised

Eleanor or Eve

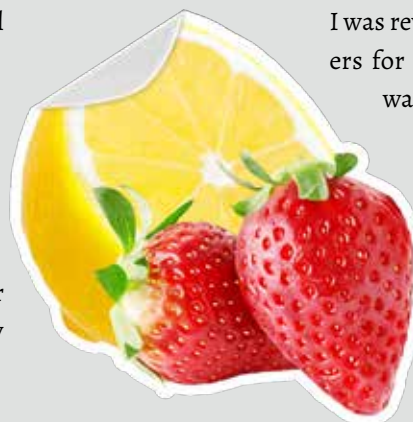
One day in social studies class, I mentioned that Eleanor Roosevelt was a First Lady. One of my students emphatically countered with, "No—EVE was the first lady!"

-selected, revised

If stickers could speak

I was rewarding my students with stickers for a job completed. One little girl wanted a strawberry sticker, which we had just run out of. "Sorry, but how does a lemon sticker sound?" I asked. While she was deliberating, another little voice spoke up. "Teacher, what sound does a lemon make?"

-selected, revised





Public domain—image boundaries and background adjusted.

This is the first in a series of inspiring stories of educators or students who harnessed handicaps with creativity and determination.

Anne Sullivan: The Blind Teaching the Blind | Angela Freed

Most of us educators expect to work our socks off. “We can manage to lose them,” we say, “as long as we have the essentials—enough support, enough health, and enough wages.” How do educators who are handicapped stand a chance?

Anne Sullivan’s mother was dead. She still had her father. But he drank so much and so often that his children had grown up in the Tewksbury poorhouse, playing in the morgue and poking at rats with broom straws.

For a while, Anne had her brother Jimmie. But a tubercular lump, growing on his hip since birth, crippled him so much that Anne had to help him walk. But she didn’t mind. He was the only one she had, and they were always together. Then Jimmie’s tuberculosis finally killed him.

Anne still had her eyesight, but not very much of it. Trachoma, an infection on the insides of the eyelids, had started bothering her when she was three. Anne had rubbed and rubbed her itchy eyes, scratching her eyeballs deeply until she was looking through a fog. “Virtually blind,” the poorhouse records read.

Seven operations later, her sight improved enough that she could see things, but they always would be blurred.

Anne had some education, but only six years’ worth. The Perkins Institute for the Blind had taken her from the poorhouse as a charity student. But she had to start with the babies—a great girl of fourteen among six-year-olds. It was maddening, especially when the little sillies called her “Big Annie,” and the teacher read her mistakes out loud to the class to prod Anne to better performance. After a few months, Anne lost her cool and stormed out of the class, declaring that she’d never come back. If Miss Moore, the best teacher at the institute, hadn’t invested personal attention and time with Anne, she may never have gotten any schooling at all.

Anne didn’t have many job options when she graduated in 1886. In fact, she only had one—from a former Confederate army captain. But she didn’t want to be stuck in a tired old southern town, teaching the captain’s blind, deaf, and mute daughter. Finally, since she had nowhere else to go, she wrote, “Dear Captain Keller, I have decided to accept your offer . . .”

With no family to support her, poor health, and a wage of \$25 a month, Anne began a teaching career that still impacts education today. What sort of belief system and values did she have that saw her through?

Anne believed that, to be teachable, students must be obedient and willing.

Helen Keller was wild. Her family coped by giving her whatever she wanted because she flew into violent rages when denied something. Anne decided that her first job was to tame this child. “Willfulness is a kind of ‘not listening,’” she explained to Helen’s mother. “And I’ve got to have Helen listening to me, or how can I teach her?”

Helen fought Anne with violent tantrums over every issue until they were both exhausted. Then she’d huddle in a corner, gathering strength for another round. For days the pattern continued. But Anne would not give in, and in the end her theory proved right—when Helen stopped fighting for control, her attention span lengthened. Now she could “listen,” concentrating on the strange shapes that Anne traced over and over into her hand.

Anne believed that how a student learns determines how a teacher teaches.

At first, Anne tried the methods Dr. Samuel Howe had used to teach the deaf-blind mute, Laura Bridgman. She made Helen follow a strict schedule and introduced vocabulary in formal lessons. It didn’t work. Instead of insisting that Helen conform to her teaching style, Anne observed her. She noticed that Helen learned words best in context—words for the objects she was touching and words about the people around her.

So Anne changed her approach. She visited the farm animals with Helen, spelling words into her hand all the while. She made relief maps with the mud by the river to teach geography. She put various foods in Helen’s mouth to teach adjectives. It worked.

Later Anne wrote to a friend, “I am convinced that the time spent by the teacher in digging out of the child what she has put into him, for the sake of satisfying herself . . . is so much time thrown away. It’s much better . . . to assume the child is doing his part, and that the seed you have sown will bear fruit in due time.”

Anne believed low expectations produce low results.

So she aimed high. Even though Helen got her point across with only two words, *Get hat*, Anne used complete sentences when spelling back to her, *Yes, get your hat, and we will go walking*. “The whole sentence,” she wrote in a letter, “repeated many

times during the day, must in time, impress itself upon the brain. By and by, she will use it herself.”

Anne also taught, and then required, Helen to use more than one method of communication—raised letter shapes, Braille, and Tadoma, in which the “listener” put a hand on the speaker’s face to identify words by feeling air, lip, and jaw movement as well as the vocal cords’ vibration.

Eventually, Anne taught Helen to speak with her mouth. And when Helen decided to go to Radcliffe College, the Harvard coordinate for women, Anne went with her. She worked as hard as Helen did, endlessly spelling into her hand the lectures and the textbook contents, until Helen graduated with honor.

Anne focused on working herself out of her job.

She was wise enough to not allow her “need to be needed” to gratify itself by keeping Helen dependent on her. “I ask all her friends,” she wrote, “to encourage her to tell them of her doings.” Anne introduced many people to Helen and let her teach them the manual alphabet. “It is beautiful to observe with what patience . . . and perseverance Helen endeavors to bring the fingers of her friends into proper positions,” Anne said. She and Helen traveled extensively, broadening Helen’s circle of friends until it reached international proportions.

Eventually, Anne’s energy and her small bit of eyesight gave out. “It’s the price you have to pay for reading all those books to Helen when you should have been resting your eyes,” the doctor told her. “But don’t give up and die, Anne. Helen would be nothing without you.”

“Then I would have failed,” Anne snapped. Her whole life had been dedicated to making Helen free—free even of her.

On October 19, 1936, Anne died, completely blind. But her teaching methods live on. They are still the centerpiece of the Perkins School Deafblind Program. ■

Sources: *Helen Keller’s Teacher*, Margaret Davidson. Copyright 1956 by Margaret Davidson. Published by Scholastic Inc., 730 Broadway, New York, NY 10003; *The Story of My Life*, Helen Keller. Copyright 1961 by Eleanor Roosevelt. Published by Random House Publishing Group, New York, NY; Perkins School for the Blind, <https://www.perkins.org/anne-sullivan>

Angela found schooling difficult, so a lifework of education was not her dream. It still shocks her that she taught for ten years—eight in traditional classrooms and two in ESL environments—and worked for two curriculum publishers, including Christian Light currently. She lives in northern Utah and teaches in a tiny elementary church school. Now that education is part of her blood, she dreams of starting a vacation Bible school for the children of her town. When she is not teaching or writing or dreaming, she enjoys exploring Utah’s canyons and deserts with her friends.

Windshield Art—by Jack Frost

November 26, 2021, the day after Thanksgiving, dawned crisp, clear, and cold. Through the window, we could see the decoration of a heavy frost. The sun was beginning its upward climb; wherever its bright beams bounced, the frost had already been reduced to water droplets.

A few of us decided to go on a crisp morning walk—partly to burn off the calories we had ingested the day before. As I rounded the shaded corner of the patio to where the cars were parked, I was surprised to see an unusual sunshade in the windshield of my son's car. On second glance I stared—amazed. This was Jack Frost windshield art! The random **geometric** designs of peaks and valleys resembled an icy moon-scape or ice floes in a cold ocean. Coming around to the side windows of the car, I noticed design there also. Besides the geometric peaks and valleys, with only a little imagination one

could see birds, headless people, a dog, and a sea lion pup. I had never seen anything like this before. I took a few photos and invited the others to come and see.

This was amazing. My curiosity was **piqued**. I decided to discover what could have caused this mysterious **phenomenon**. *Besides, I write stories for Outdoor Classroom, and this might fit somewhere sometime.*

Introducing . . . Jack Frost

Jack Frost is a **personification** of frost, ice, snow, sleet, and other forms of wintry precipitation. He is charged with the responsibility of the arrival of frosty and cold winter weather. Grandfather might have said something like, "Dress warmly. Jack Frost arrived last night." By all appearances this morning, this **mythical** character was also an **accomplished** artist. Apparently Mr. Jack Frost used the windshield and the windows of the car for his art canvas.

But first—what is frost?

Frost is a thin layer of ice on a solid surface, formed when water vapor in the atmosphere comes in contact with a surface whose temperature is below freezing. When the water vapor reaches the freezing point, it changes from water vapor (a gas) to ice (a solid). Look closely and you will see tiny ice crystals that we call *frost*. Different types of frost (not including Jack Frost) include hoar frost, white frost, advection frost, black frost, **rime**, and of course—window frost.

The artistic designs on the windows?

Window frost (sometimes called fern frost or ice flowers) forms on glass panes when there's very cold air outside and warmer, moderately moist air inside. As the glass cools, water vapor condenses and forms frost patterns as it freezes. The surface of the glass influences the shape of ice crystals, so that imperfections, scratches, chemicals, cleaners, or even dust can alter the design and formation of the frost. The designs that Jack Frost most commonly paints on glass panes have fern-like or feathery properties, but significant variations are seen at times.

More about Jack Frost

Jack Frost may not be as well-known nowadays—partly because windows are better insulated, and he cannot leave his artistic patterns on cold winter mornings. However, he is still



© Ken Kauffman

fairly well-known in popular culture. He is sometimes depicted with a paint brush, coloring the foliage red, yellow, brown, and orange in the fall. The earliest reference to Jack Frost in literature is in a book published in 1734.

God and frost

When Elihu was speaking to Job, presumably in defense of God and His workings on earth, he noted the characteristics of weather, and said, “By the breath of God frost is given” (Job 37:10). In the next chapter where God Himself speaks to Job, He asks rhetorically, “Out of whose womb came the ice? and the hoary frost of heaven, who hath gendered it?” (Job 38:29). How should Job have answered the question? [📖](#)

- Ken Kauffman, editor

Learning Box

- Ask students to look up and define the words in bold.
- Invite students to be on the lookout for Jack Frost art—especially window (or windshield) art. Take photos.
- If possible, send photos digitally to lightlines@christianlight.org. We'll see if we get enough photos to print a “Jack Frost collage.”
- Discuss Job 38 and God's involvement in nature.



When the Light Comes On

The classroom had the usual, comfortable school day sounds—desks opening and closing, a few students walking out to put lunches in ovens, students and teacher having class, etc. Sunshine streamed through the windows, beckoning all to come out and enjoy it.

My lone eighth grader was preparing for a math test. I was confident that she was ready for it because she had often proven her competence. However, out of habit, I went over the test and asked a few questions to see if she seemed prepared. There was one area where she stumbled a bit. I had her study some more, then gave her the test and moved on to helping other students.

After completing Language Arts class with the third graders, I noticed the eighth grader had her hand up. *Hmm, you generally don't get*

help if you're on a test. What could she want? Her question was with the one problem that contained the very concept she had stumbled on. But now I noticed something different. As she talked, I could tell there was a light coming on. She was beginning to grasp the concept.

I paused. *Do I help a student on a test? Do we keep the rules to the "letter"? Or should I take advantage of this window of opportunity I see opening before my eyes?* I chose to take this moment—this brief, golden moment of a light coming on in a student's eyes. I went to the board and briefly explained the concept one more time.

Rules play a vital role in making an atmosphere more conducive for learning, benefiting both students and teachers. Exceptions to rules should be "exceptions" and not the "rule." However, they should not hinder a learning moment. There might not be a second chance. [11](#)

Rodney taught two terms in Nashville, Arkansas, in 2012-2014. He has served on the school board and is an ordained minister. He and his wife Irene have three sons and five daughters. (In the 2021-2022 term they sent three students, one preschooler, and one teacher to school.) He enjoys substitute teaching occasionally.

Continued from page 3.

teacher material you were given last year. You will probably find a few nuggets you missed. Here are some you may have overlooked.

- Routines are very important. Students thrive when they understand and know what to do. Teachers who let routines work for them are less harried and have more time for the important things.
- Rules (different from routines) must be enforced—remember, to have a rule is to invite someone to break it. The solution is not to have no rules, but to have a consistent, non-emotional method of enforcing rules. Anger, frustration, or complacency will not work. Rules must be communicated, modeled, and practiced.
- Students perform to the level of your expectations. Do you expect them to sit quietly? If you are pretty sure they can't, you will be correct. Do you expect neat work? If not, you will receive sloppy papers. If you think memorizing the multiplication tables is too hard for them, they will not get them memorized. We must have realistic expectations, but too often we expect too little.
- Students need to see, hear, and handle material to understand. Teaching is not a one-way tunnel where the teacher funnels in information and educated students come out the other end. Students need to interact and grapple with the material. The teacher facilitates the interaction.



Pacific School Leadership Institute (PSLI)

PSLI 2022 is being planned for October 20, 21, 2022, at Waitts Lake Open Bible Camp, 3362 Thompson Rd #D, Valley, Washington 99181.

These meetings are designed for school boards, head teachers, and ministers: people tasked with operating schools and maintaining a vision for Christian education.

For a program or to register, visit www.pсли.info, or contact Loren Kropf, (541) 554-6559, lmkropf15@gmail.com. For more information contact Jonathan Erb, (509) 863-4902, jonerb@emypeople.net or Paul Bear (208) 659-0222, pfbear43@gmail.com.

Pandemic-related fallout in U.S. public education: What can we learn?

- More than one in three children who started school during the pandemic are not reading well enough for grade level instruction and will need intensive reading help. Students who started school in 2020 lag the most.
- According to a report from the nonprofit Common Sense Media, screen use for children and adolescents jumped substantially between 2019 and 2021—a much steeper increase than in the four years prior to the pandemic. Screen use for tweens (ages 8-12) rose to 5 hours and 33 minutes per day, and

to 8 hours and 39 minutes per day for teenagers. Those figures do not include students' screen time in class or for schoolwork.

- Corresponding to the increased screen time has been a dramatic rise in learning challenges and worsened student behaviors. Teachers seem to be eager to put their collective fingers on increased screen time as the culprit. It is interesting that this comes from a secular source and from the public education sector that pushed so hard for virtual education or video education during the pandemic.
- Public pre-K enrollment declined for the first time in twenty years. Enrollment dropped 18 percent overall, with six states, including California, dropping by more than 30 percent.
- In an about-face, Randi Weingarten, head of the nation's second-largest teacher union acknowledged that the two years of remote learning, increased screen time, and uncertainty have caused a "crisis" in the mental health and education of children. She had been a strong advocate for remote learning and closing classrooms during the pandemic; more recently she has lobbied for schools to open and stay open.

Sources: *Education Week*, npr.org, dailymail.com

"Education is a progressive discovery of our own ignorance."

—Will Durant

- Parties, prizes, and treats do not make a successful school year. Rewarding a job well done is not wrong; however, hinging student performance or classroom management on a tangible reward system will not bring satisfaction or success.
- Teaching for the teacher and bookwork for the student is hard work, not play. Spice in the classroom should be spice and not flour or sugar. That does not mean that learning and hard work cannot be interesting. Putting pepper in cookies doesn't work, but adding some cinnamon is pleasing.

Yes, teaching the second year is easier. But there are areas where you may find it more difficult. For one thing, the enthusiasm of your first year is hard to surpass. We now know how much work certain things take and may shy away from activities that demand so much from us. We have learned how much work teaching can be. We now know by experience that it means being on demand for six straight hours, and we never quite get away from the classroom. It means working with various

personalities and parental expectations. Teaching a second year brings a greater sense of responsibility.

Another challenge you may face is teaching the same students that you had last year. They come to school expecting things to be like last year. When you make changes, they may push back. If you have good reasons for your changes, you can calmly and firmly stand on those reasons.

So, Teacher of the Second Year, welcome back. I am glad to see you again! May God bless your year. [u](#)

Source: First published on thedockforlearning.org on August 6, 2020. Revised and reprinted with permission.

Carolyn has taught first grade at Hickory Hollow Christian School in Dayton, Virginia, for the past thirty years. She enjoys seeing the enthusiasm of young learners as step-by-step they learn about the printed word, and their enjoyment of simple things such as watching a butterfly hatch. Outside of school she enjoys learning about other times and places, photography and design, and reading good books.

Teacher Lucille rose suddenly from her desk and hurried to the window. A commotion outside had caught her ears, and she wondered what could be going on. School had dismissed for the day, and Teacher Alan never raised such a racket while doing his grading.

The sight and sounds that accosted her made her head spin! Teacher Alan was in the yard, and the father of one of his students was parked there. The man was glowering out of the truck window, face red with rage.

Lucille stared, frozen and immobile. *This can't be happening*, she thought in a daze. But there it was again; the voice she had heard, edged with threats!

"I said take this!" the man yelled hoarsely. He was holding out something in his hand.

Teacher Alan did not speak. He just gave a small shake of his head. "Take this!" the man shrieked.

Again Alan shook his head.

"I'm telling you one last time! TAKE THIS!"

Alan kept his arms folded across his chest, making no move to take the item the man was trying to give him.

The man slammed his truck into gear and went careening off the schoolyard, grass and stones flying in his wake.

Teacher Alan turned and headed for the schoolhouse. He looked a little dazed.

Lucille paused, not sure what to do. Then she slipped from her classroom and hurried over to Alan's. Alan was finishing up, obviously planning to leave. When he saw Lucille, he sat down. Lucille didn't have to explain why she had come. Alan sighed.

"He was pretty mad," Lucille said. Her voice was shaking.

"He was beyond mad," Alan acknowledged.

"I had grounded Junior's watch," he explained. "Our class rule says that anyone grown up enough to not play with their watches during class is grown up enough to be allowed to wear a watch at school. Well, Junior couldn't leave his watch alone. He'd check the time twice a minute and invite his classmates to watch time pass with him. I gave one warning. Junior didn't take me seriously, so I asked him for his watch. I would give it back at the end of the week."

Alan took a deep breath and shook his head. "Then here comes his dad. He was pretty huffy. He said he bought the watch for his son, and he authorizes him to use it."

Lucille's eyes widened. "But he can't do that."

Alan shrugged. "He seems to think he can. I tried to explain to him that the watch was taken away because of broken rules, but he just got angrier. He said by taking away his son's watch, I was also disciplining the father who bought the watch."

Lucille gulped. "How can he say that?"

Alan shrugged again. "Anyway, he took off his own watch and handed it to me. Said if I dare discipline him, I have to keep his watch grounded too for as long as I keep his son's watch. I said as far as I understood, I was responsible to discipline my students, but not their fathers. He started shouting that I had to take his watch. I guess you heard the rest."

Alan got up. "I need to go and talk to the principal."

Lucille nodded and headed for the door. "I'll pray," she said. "God bless you for not losing your temper."

Two days passed. Teacher Alan came to her classroom to report on developments. Lucille thought he looked a little gray.

"So we've lost a student," Alan said. "Not sure if that's final or not, but the principal and the school board have been working on Junior's dad, trying to help him understand how his response





A dramatic surge in homeschooling

According to NCES there were an estimated 1,755,233 homeschooled students in the United States in 2019. It seems a significant rise in homeschooling took place in 2020 and 2021. The Institute for Family Studies, citing the United States Census Bureau, states that the proportion of households with school-age children homeschooling doubled between the spring and fall of 2020, growing from 5.5 percent to 11.1 percent. The states of Massachusetts and New York both saw seven-fold increases in homeschooling. Florida showed a near tripling, and Texas a near doubling.

Sources: [ifs.org](https://nces.ed.gov/ipeds/data/ipedsreports/2019/), census.gov, apnews.org

More from Christopher Dock—early Mennonite schoolmaster, 1698-1771

(General Rules of Conduct)

“In sneezing, blowing your nose, spitting and yawning, exercise all possible decency. Turn your face inside, hold your hand before it, take the discharge from the nose into a handkerchief and do not look at it long; spit straight down, and put your foot on it, etc. Do not form a habit of constantly clearing the throat, digging the nose, violent panting, and other disgusting and indecent ways.”

Source: Studer, Gerald C., *Christopher Dock, Colonial Schoolmaster*, Herald Press, p. 348

A soft answer turns away wrath . . . or it should. Since he couldn't control his temper even though you stayed calm, he feels all the blame falling on himself.

will trigger rebellion in his boy.”

Lucille nodded. “And he doesn't see it?”

Alan had a weird expression on his face. “He partly admits that he was in the wrong, but . . . he maintains that it was wrong of me not to yell back at him.”

“WHAT?”

“I know.” Alan shook his head. “He told the school board that I had not taken up proper responsibility because I didn't say anything when he was yelling at me. He said I should have responded in kind.”

Lucille drew a sharp breath. “Maybe it pricked his conscience. A soft answer turns away wrath . . . or it should. Since he couldn't control his temper even though you stayed calm, he feels all the blame falling on himself. Apparently he thinks it would make his load lighter if you had yelled back.”

Alan smiled slightly. “I didn't think of it that way. This is the first time his actions make sense to me.”

He turned to the door. “I should get the grading done. I am

behind as it is.”

“Well, I'll keep praying about the situation. I wish Junior could finish this year at least,” Lucille said.

Later Junior did come back. The school board set the conditions and made sure they were followed before Junior was a regular student in Alan's class again.

At the end of the school year, Alan brought up the topic once more when he and Lucille discussed various happenings of the year.


“I am thankful that Junior came back,” Alan said. “I actually enjoyed having him here. But I still occasionally struggle with the fact that his dad said I should have yelled back. What did I do wrong? Why didn't a soft answer appease his wrath?”

Lucille breathed a prayer for the right words.

“Maybe,” she began, “if you'd think of what the results would have been if you had yelled back, you'd see that your response did have good effects.”

Alan thought for a while. A slight smile crept to his face. “You mean, if I had shouted at him, a fistfight would have erupted?”

Lucille left the question dangling.

Alan sighed. “I think you're right. This didn't turn out the way the stories usually do, where the other person ends up being friendly and amiable because someone stayed calm in a hot situation. But that doesn't mean a soft answer was not the right response.” 

Mary taught school in Belize for eleven years in grades ranging from first to eighth. She is a stay-at-home wife and mother in Boley, Oklahoma, where her husband Justin taught upper graders last year.



"Ask Another" is a question-answer space for teachers. Teachers are invited to pose questions on school-related subjects, offer responses to questions, or reply to responses. (LightLines will occasionally assign questions to experienced teachers for their qualified response.) Send questions or responses by e-mail to lightlines@christianlight.org or by mail to LightLines Editor, P.O. Box 1212, Harrisonburg, VA 22803. (Try to limit responses to fewer than 400 words.)

Ask Another

Question: What is the rationale for your students' restroom use policy? When? how often? penalties? differences with age? (Schools observe significant differences from school to school.)

My fifth and sixth graders are to use the restroom during morning routine (after arrival but before class starts) from 8:00 to 8:15 a.m. if they need to. They may also use it during or after recess or at other specific times.

If students need to use the restroom during class time, they are allowed to if they took advantage of the opportunity to use it during an appropriate scheduled time. For instance, if Jason used the restroom during morning routine and he needs to use it again at 10:00 a.m., he is allowed to with no penalty because he was responsible enough to use the restroom earlier.

However, if Lucinda needs to use the restroom at the same time but *didn't* go during morning routine, she is still allowed to go but is penalized. I use a clip chart discipline system, so Lucinda's use of the restroom would incur a clipping down penalty. This is *not* because she needed to use the restroom, but because she wasn't responsible enough to use the restroom at the proper time.

During study hall students may use the restroom whenever they need to without permission.

This system seems to work well for this age group. It is relatively uncommon for a student to go to the restroom during class. Knowing they will need to clip down for it makes it easier for them to wait until recess.

The issue really isn't about using the bathroom but about learning responsibility and organization.

—Daniel Strahm, Sabetha, Kansas

Part of the training-in process of a new school year is teaching students appropriate times for using the restroom. In my third- and fourth-grade classroom, I remind students to use the restroom and take care of other responsibilities, such as putting lead in their pencils, etc. The first week of school I consistently stress when those times are. By the second or third week I will just say, "Remember to do everything you need to do." Students usually take ownership and do what's needed.

If someone asks to go during class time, I ask them if they can wait until the next break. Most of the time, they are willing to try to wait. If they really can't wait, they spend five minutes of recess at their desk. I allow them to read a book or work on an assignment during that time. This puts a responsibility on the student without a stigma.

If a student has a medical condition or a history of accidents, adjust your expectations. Perhaps you can insist that students visit the restroom at every opportunity.

—Tara Foster, Saint Thomas, Pennsylvania

Next question: *How can I help my students appreciate each other's talents? We have some competition on the playground and in the classroom, causing sensitivities and hurts because others can do it better.*

- submitted at a fall educators workshop

Please send your responses to LightLines by October 10, 2022.
Answers will appear in the Spring 2023 issue of LightLines. 

LightLines is published four times each year by Christian Light, P.O. Box 1212, Harrisonburg, Virginia 22803-1212. (540) 434-0768. Ken Kauffman, editor.

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2022 CURRICULUM UPDATE



CHRISTIAN LIGHT
EDUCATION



Curriculum Development Update 2022

This page details what is new in this school term and what is projected in curriculum development.

Charting Sunrise Development This chart outlines the progress of Sunrise Edition. Refer to the information below the chart for notes about future development.

	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Bible												
Language Arts												
Reading												
Math												
Social Studies												
Science												

Sunrise Levels Completed
 Sunrise Second Edition
 Ongoing Work
 Plans for the Future

Available Now

- > Carpentry 7th edition
- > Modern Residential Wiring 12th edition
- > Studio Articulations (Art Levels 1-4, Grades 1-8)

Projected for 2023-2024

- > Language Arts 7 Sunrise 2nd edition
- > Math Grade 7 textbook
- > Algebra 2 preliminary LightUnits
- > Phonics Foundations, Levels 1-4
- > Conversational English Levels A and B
- > Christian Ethics for Youth revised
- > Speedy Spanish 1 revised

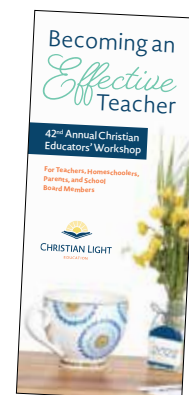
Projected for 2024-2025

- > Language Arts 8 Sunrise 2nd edition
- > Math Grade 8 textbook
- > Speedy Spanish 2 revised

Christian Light's 42nd Annual Christian Educators' Workshop

Theme: Becoming an Effective Teacher

The final Christian Light Christian Educators' Workshop brochure containing the workshop program, speakers, and itinerary was mailed to the LightLines address list in August. For general questions or for additional copies of the workshop brochures, please contact Christian Light at 540-434-0750, toll free 877-226-8010, email school.support@christianlight.org, or view and/or download the brochure at www.christianlight.org/school/workshops. For questions about workshop locations or to register to attend, call the contact person listed for that location.



TRIP ONE

Sept. 20	Old Colony Mennonite School Friedensruh, MB ☎ (204) 829-3612	Tues: 8:30 a.m. – 8:30 p.m. Contact: Abe Wieler
Sept. 23	Stirling Mennonite Church Raymond, AB ☎ (403) 915-6914	Fri: 8:30 a.m. – 8:30 p.m. Contact: Wayne Maldaner
Sept. 28	Nig Creek Christian School Fort St. John, B.C. ☎ (250) 794-8549	Wed: 8:30 a.m. – 5:00 p.m. Contact: Fred Roscher
Sept. 30	Anchor of Life Fellowship Hines Creek, AB ☎ (780) 835-1867	Fri: 8:30 a.m. – 5:00 p.m. Contact: Julius Peters
Oct. 3	Slave Lake Christian Fellowship Slave Lake, AB ☎ (780) 849-1084	Mon: 8:30 a.m. – 5:00 p.m. Contact: Kevin Torkelson
Oct. 5	Valley Country School Hague, SK ☎ (306) 467-7776	Wed: 8:30 a.m. – 8:30 p.m. Contact: Calvin Rempel

TRIP TWO

Sept. 27	Halsey Mennonite Church Halsey, OR ☎ (541) 729-4724	Tues: 8:30 a.m. – 8:30 p.m. Contact: Eric Troyer
Sept. 28-29	Payette Mennonite Church Payette, ID ☎ (208) 739-0153 Wed: 7:00 – 8:30 p.m.	Thurs: 8:30 a.m. – 5:00 p.m. Contact: Daryl Horst
Sept. 30	Grace Slavic Baptist Church Spokane, WA ☎ (509) 710-4323	Fri: 8:30 a.m. – 5:00 p.m. Contact: Svetlana Nazar
Oct. 3	Fairfield Mennonite Church Fairfield, MT ☎ (406) 799-1072	Mon: 8:30 a.m. – 8:30 p.m. Contact: Karl Birky

TRIP THREE

Oct. 11	Maranatha Bible School Lansing, MN ☎ (641) 220-3398	Tues: 8:30 a.m. – 5:00 p.m. Contact: Curtis Martin
Oct. 12	Dunkard Brethren Church Dallas Center, IA ☎ (515) 360-7819	Wed: 8:30 a.m. – 8:30 p.m. Contact: Jim Meyers
Oct. 14	Old Brethren Christian School Wakarusa, IN ☎ (574) 354-7942	Fri: 8:30 a.m. – 8:30 p.m. Contact: Jesse Martin
Oct. 17	Dunkard Brethren Church Hart, MI ☎ (231) 742-0037	Mon: 8:30 a.m. – 5:00 p.m. Contact: Ray Noecker

Oct. 18

Salem Christian School
Bakersville, OH
☎ (330) 401-9014

Tues: 8:30 a.m. – 5:00 p.m.
Contact: Conrad Hunsberger

TRIP FOUR

Oct. 26

Maple Grove Mennonite School
Phelps, NY ☎ (315) 515-8484

Wed: 8:30 a.m. – 5:00 p.m.
Contact: Dwight Martin

Oct. 28

Location to be Announced
Lebanon or Lancaster County, PA
☎ (484) 512-0780

Fri: Time to be announced.
Contact: Anthony Hurst

Oct. 31

Horizon Mennonite School
Hagerstown, MD
☎ (301) 491-0435

Mon: 8:30 a.m. – 5:00 p.m.
Contact: Linford Horst

Nov. 2

Mt. Nebo Mennonite Church
Newberry, IN ☎ (812) 787-3227

Wed: 8:30 a.m. – 5:00 p.m.
Contact: Laban Graber

Nov. 4

Greene County Mennonite Church
Chuckey, TN ☎ (423) 552-7688

Fri: 8:30 a.m. – 8:30 p.m.
Contact: Louie Yoder

TRIP FIVE

Oct. 28

Crossroads Community Center
Versailles, MO
☎ (660) 287-7274

Fri: 8:30 a.m. – 8:30 p.m.
Contact: Glendon Hostetler

Oct. 31

New Hope Christian School
Honey Grove, TX
☎ (903) 900-8211

Mon: 8:30 a.m. – 8:30 p.m.
Contact: Henry Thiessen

Nov. 2

Gaines County Mennonite School
Seminole, TX ☎ (432) 758-3009

Wed: 8:30 a.m. – 5:00 p.m.
Contact: John Wiebe

Nov. 4

Sunshine Mennonite Church
Deming, NM ☎ (717) 226-2828

Fri: 8:30 a.m. – 5:00 p.m.
Contact: Lowell Sensenig

TRIP SIX

Nov. 12

Northside Christian School
Listowel, ON ☎ (519) 638-0115

Sat: 8:30 a.m. – 5:00 p.m.
Contact: Roger Biehn

Nov. 14

Gospel Christian School
Aylmer, ON ☎ (204) 960-2536

Mon: 8:30 a.m. – 8:30 p.m.
Contact: Abe Rempel



No registration fee

Expenses met by freewill offerings