

UNDERSTANDING THE PUPIL A FIRST ESSENTIAL

Helps from Learning and Teaching—Sheridan & White.

Read at S. S. Convention by Rev. H. L. Robertson

"A teacher takes charge of a class. One of his pupils is Edward Smith. Edward Smith is red-headed, freckled-faced and bare-footed. His eyes dance with mischief and he cannot keep still two minutes at a time to save his life. He is a very live, active, mischievous, lovable youngster. What will the teacher do for him? What will all that vitality and activity, that mischief and that loveliness lead to in the boy's life and character during the years ahead? This is a very real problem to his teacher. The big question is what can I do for Edward Smith? But before he can answer this question he must ask, What does Edward Smith need? And this leads to What kind of a boy is Edward Smith?"

Answering this question about his pupil means not only knowing certain things about Edward Smith, but understanding those things and so understanding the boy himself. First the teacher must learn something of boys in general who are of the age of Edward Smith. Allowing that Edward is ten years old, the teacher bears in mind the different characteristics of ten-year-old boys, or he turns to some one who has studied ten-year old boys and can tell him what they are usually like. He learns that in ten-year-old boys the "acquisitive feeling" is strong; that rivalry and emulation are effective motives; that there is a keen sense of justice, at least as it relates to themselves; that the sense of reality and certainty is developing; that boys of this age are interested in the "use" of things; they love puzzles; they are interested in the doings and sayings of grown people; chumming is a strong tendency, and the influence of companions is dominant.

Having learned of boys in general the teacher's next question will be, is Edward Smith like this? Then determine how many traits of character he will exhibit. The teacher's next question is "How shall I use these tendencies, these activities, these interests in helping Edward Smith? Can I make use of his acquisitive tendency so that it will lead to the collection of useful things and develop into a just sense of property instead of becoming selfish and misleading? Can I get him to try to surpass his own record, to rival his own past self rather than selfishly to endeavor to beat others? His sense of reality is developing. I must therefore discard imaginative illustrations and use illustrations from nature from personal experience from the lives of men who command his respect. Let us remember that the boy of ten asks "What is a thing good for? What is the use? The teacher must make him see that it pays to do right, He is interested in puzzles therefore I need not give him the answer instead I must make him hunt for the answers to questions and the solutions of problems. Since he is interested in grown people, I must use illustrations and stories about grown people and thereby try to show him how his conduct will affect his life as a grown man.

But my boys are different, the teacher may say. Each pupil is a law unto him or herself. No such generalizations as book knowledge exactly describe or fit his case. The teacher must study Edward himself; his parents, his home, his chores and his games, his school and his play ground, the streets Edward walks through and the boys and girls he plays with. From such information the teacher is enabled to answer the questions "What does Edward need?" and "How can I help him?"

And the teacher has not only Edward to help. Here are John, James, Albert and George and many others. They are all alike in many ways yet each present an individual problem because they differ in so many other ways. The teacher will need to know each one as a person, as an individual. The first task of these teachers and of all teachers is to know and understand the pupil entrusted to them. These pupils are active, interested, growing and have hungry bodies and minds. Their needs must be met, their activities directed, their lives controlled, organized, guided. Some of their activities must be encouraged. Some of their interests must be cultivated; some must be guided along new lines; some must be discouraged or suppressed. The teacher wishes to help. Understanding the pupil is the first step in finding how to help them.

QUARTERLY MEETING

The quarterly meeting of District No. 4, convened with the church at Sandford, Dec. 6-9 for its 43rd session.

Thursday evening the prayer and praise service was conducted by Rev. P. J. Trafton, who read and commented on the first 20 verses of Acts 19. This was a very good service and there was a definite note of victory in the testimonies that were given.

Friday afternoon at 2.30 o'clock a prayer and testimony service was held, conducted by Lic. Grace Sanders. Sister Sanders gave a very helpful talk on prayer, from Isa. 45:11.

Friday night Rev. H. E. Mullen brought the message from 1 John 3:8. "For this purpose the Son of God was manifested, that He might destroy the works of the devil." This was a good message, in which Bro. Mullen showed the reasonableness of a salvation that is sin curing.

Saturday morning at 10:30 o'clock several gathered at the church for a prayer service.

At 2.30 p. m. Saturday the business session was held with the president, Rev. P. J. Trafton in the chair. "I Have The Witness" was sung as the opening song, followed by Scripture reading by the president, from Psalm 98. Prayer was offered by Rev. H. E. Mullen.

Minutes of last meeting were read.

Roll Call found the following ministers and delegates present. Rev. P. J. Trafton, Rev. H. E. Mullen, Lic. Grace Sanders, Rev. F. A. Anderson.

Delegates—Port Maitland, Mrs. Shupe, Miss Tompson; Sandford, Mrs. Lorenda Churchill, Mrs. Everett Bain; New Tusket, Mrs. F. A. Anderson.

The following officers were elected:

President—Rev. P. J. Trafton.

Secretary—Rev. F. A. Anderson.

Treasurer—Mr. Vernon Churchill.

Highway Agent—Rev. H. C. Mullen.

Devotional Committee — Mrs. Lorenda Churchill, Mrs. Everett Bain, Mrs. Shupe, Rev. P. J. Trafton.

Encouraging reports were read from the Port Maitland, Wood Harbor, New Tusket and Sandford churches. Rev. H. C. Mullen gave a verbal report of his work during the past quarter at Yarmouth, Digby, and Rocksville, where the Lord has used him to the salvation of souls.

A vote of thanks was extended to the Sandford church for entertaining the quarterly meeting.

Voted that the time and place of the next quarterly be left with the president and secretary.

Devotional committee report accepted.

Motion to adjourn.

Prayer by Rev. P. J. Trafton.

(Saturday night was given over to the Y. P. S.)

Sunday morning 9.30 o'clock, Love Feast was led by Brother Robert Landers. Scripture reading and comments on Deut. 8. Many took part in testimony and prayer.

At 10:30 preaching by Rev. H. C. Mullen from Rom. 10:4 "For Christ is the end of the law for righteousness to every one that believeth." Brother Mullen pointed out the danger of trusting to our own works for salvation, and the need of trusting God's will. This service was followed by Communion service, after which a short session of Sunday School was held.

2.30 p. m. Lic. Grace Saunders preached from Psalms 66:12, "We went through fire and through water, but thou broughtest us out into a wealthy place". Sister Sanders showed us that after we go through waters of sorrow, and fires of affliction, by trusting in God we will be brought to a richer and more blessed experience. At the close of the preaching service a hand was raised for prayer. The afternoon meeting ended in a very good testimony service.

7:30 Sunday evening the message was brought by the writer from Heb. 2:2-3, after which the meeting was given over to a short but blessed testimony service. We feel this quarterly was a source of blessing and help to all who were able to attend.

Respectfully submitted,

F. A. ANDERSON, Secretary.

HIS NAIL-PIERCED HANDS

A titled lady living across the sea always went about her house with her hands covered. One day her daughter entered her room unexpectedly and found her hands uncovered. They were so scarred and marred that the girl sprang back in alarm. The mother said, "My dear, I will tell you about these hands. You were a baby and the house was on fire, and I found that you had not been taken out of danger, and I found you and carried you to a window and dropped you in arms upreached to rescue you; then I turned to escape, but found it was impossible that way because a wall of flame was in front of me, so I climbed down the trellis work on the side of the house with my hands burning. I missed my hold and tore my hands in the fall, but I tore them for you.

The daughter took her mother's hands in hers and covered them with kisses, saying over and over, "They are beautiful hands."

And so say I about the hands which were pierced.

They tossed the worlds into space; they set the stars in position in the skies; they blessed little babies; they touched the eyes of the blind; they are beautiful hands.

They brushed away my tears when I was in sorrow; they held my heart and kept it from breaking; they steadied my feet and kept me from falling; they were nailed to the cross for me.

Beautiful hands! It is in memory of what they have done for me that I preach—*J. Wilbur Chapman.*

Text: "All day long I have stretched forth My hands unto a disobedient and gainsaying people." Rom. 10:21.—The Wesleyan Methodist.

A DEPRESSANT

There is no sound authority for the claim that restoration of the breweries will aid business, in fact, the best economists are a unit in declaring that the beer industry will act as a depressant on other industries, particularly the soft drink and dairy industries.—Heart and Life.