

Getting Home Work Done

By Mrs. W. A. Ross

The importance and value of home work being done by the pupil is taken for granted. Briefly, let us mention some of the things which may help us to get it done :

1. The very name "home work" immediately raises the question, "What is the attitude of the home toward this work?" Too often the mental attitude of parents seems to be: "You must get up your day school work, but your Sunday School work,—oh, well, that's not so important." Our specialists say that if we can change that attitude by enlisting their cooperation our Sunday School work would be revolutioned in a short time. That, then, is our first consideration,—to get this cooperation. The leaders of to-day strongly recommend a quarterly meeting of parents,—yes, parents—the fathers, as well as the mothers, if you can get them—at which the home work as well as the aim for the quarter is explained. We cannot expect to get the best results unless parents and teachers get together on this their common job of character-building.

2. Assign home work intelligently. Don't ask Beginners and Primaries to draw maps, nor Juniors to read Kent's History, or to unravel the meaning of the Book of Job. These things will appeal to them later on. Give something within the range of the pupils' interests and capability. In the Departmental Graded Lessons for Juniors, excellent suggestions are given for daily study through the week, and the carrying out of these should not take more than five minutes or so each day. As teachers we would feel quite gratified could we be assured that each pupil worked five minutes a day on his Sunday School work.

3. Get the pupil himself to want to do the home work. This is one of the most difficult things in all teaching, and, therefore, this is one of the places where the teacher's ability as a teach counts. It is possible for him to so rouse the curiosity of the pupil by giving just enough information to create an appetite for the required knowledge, that the pupil cannot rest until he has satisfied his hunger for it. Truly, the making of assignments is a delicate art.

4. The teacher should be thoroughly alive himself and a constant inspiration. One little Junior who suddenly got very industrious at her home work confided to me, concerning her teacher, "She works so hard herself, we're just ashamed to be lazy,—and besides she marks us for it." Do children like to get marks and feel that they have earned them? They get credit for the work they do in day school, why not in Sunday School?

5. When you have assigned work, be very sure that you call for it. All the other rules would be useless without this one. Nothing is so discouraging to one who has honestly tried to prepare work as to find that the teacher evidently does not consider it important enough to be examined. Nothing so makes for carelessness as failure on the part of the teacher to call for the assigned work, for a pupil who once gets by without being asked for his work naturally takes a chance on getting by again.

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How to Grade a Sunday School

By D. W. MacDonald

This article assumes the agreement of all that, for the best results, a Sunday School should be graded. Nearly every School where there are several teachers employed will have grouping of classes approximating to right grading even though no conscious attempt has been made to grade the School. The scholars will naturally be graded according to size and age.

If a more thorough grading of the School is desired, how may it best be done? The question naturally falls into two divisions. What is a Graded School, as the experts define it? And how can the principles be most suitably applied?

First: A Graded School is one that is grouped into departments according to the development of child's life. These recognized departments are Cradle Roll 0-3 years, Beginners 4-5 years, Primary 6-8 years, Junior 9-11 years, Intermediate 12-14 years, Senior 15-17 years and Young People's 18-24 years. Thus it will be seen there are seven groups each, of 3 years, excepting the first and last mentioned. These agree with the stages of development in the child up to adult life.

A further principle must be recognized in grading and that is, that between the ages of 12 and 18, generally speaking, the sexes naturally fall apart, and therefore between these years, boys and girls should be in separate classes.

Secondly: The application of the principle is one where patience and good judgment are demanded. If a child developed exactly to age it would be easy, but sometimes one would find a boy of twelve years more developed than another of fourteen. Age, therefore, is not a sufficient standard or a child may not develop in all the parts of his nature according to type. A lad with the instincts