

and where the class has the right kind of teacher, with vision and enthusiasm, and one not easily discouraged, real efficiency may be secured at small expense and under very primitive conditions. The small School with limited equipment can do a great work for God and the new Canada of to-morrow.

East Kildonan, Man.

The Scholar's Home Work

WHAT IT SHOULD BE
AND HOW TO GET IT
DONE

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It is the most natural thing in the world for children to want to do things. When we find them shirking work or neglecting something that we think they should do, it is often our own fault in that we have asked for some thing not suited to their capabilities.

Educationally it is fortunate that children love to be busy, for it is by doing that they learn most effectively.

This is one of the reasons that we like children to do homework. By this means they are enabled to give expression to some of the thoughts that have been impressed upon their minds and through expression these thoughts or ideas become more firmly established. For instance, if a child has for homework a lesson to study and answers to write to three or four questions, he studies more thoughtfully because he has a motive. Having found the answer he writes it and in so doing fixes it in a way that no reading alone would do.

We have in this way indicated that homework may be a powerful aid to preparation of the lesson.

In considering homework we must recognize at once that no one form of homework is suited to all ages. The work asked for must be suited to the age and maturity of the pupil. In other words it must be graded.

It may fairly safely be said that until pupils are nine or ten years of age they are hardly capable of undertaking homework, unless under personal supervision of some adult.

Pupils of nine, of average ability, can do simple work and moreover love to do it. They can search out and copy verses, they can gather and paste pictures, they can fill in blank spaces in a sentence and other such simple work that requires little thought. As

pupils become older they can answer in writing simple questions of fact and even of opinion. They can fill in places and draw travel routes on a map. Later they can make outline maps, color in subdivisions and show altitudes in color. Map work in its simpler and more difficult forms affords a most valuable line of homework suited to all ages. Pupils of twelve or older can make written topic outlines of lessons, giving in a concise form the principal events of the lesson. Older pupils are able to express personal opinions on the life and character of the people they study; they can discuss the rights and

The Sunday School will find its definite place by supplementing, rather than by attempting to duplicate, the work of the church services. If the one can and does meet the needs of all, without fully meeting the special needs of any, the other should take as its distinctive function the great task of meeting these special needs of each of the various ages. As a matter of fact, that is exactly what the Sunday School workers have always been attempting to do, although probably often with only a vague idea of this work as their special sphere.—Rev. J. C. Robertson, D.D., in *The School*

wrongs of a moral question. In some instances there is fine search work that individual older pupils can do as, for instance, when studying the life of Jesus, individual pupils may search for information, about "Pharisees," or "Nazareth," or "Demon possessed," or "Eastern customs of salutation," etc.

These examples will be sufficient to indicate lines of work that may be followed.

As to how to get it done, we must realize the difficulties inherent in Sunday School conditions. In the first place, Sunday School work is not commonly taken seriously either by pupils or parents. Then the once a week lesson is too occasional to make continuity of interest easy. There is also the most human weakness of forgetfulness. Many children who are full of excellent intentions fail through this alone.

The most important factor in all homework is the sympathetic cooperation of the home. It is a part of the teacher's work to secure this if she wishes to get homework regularly done. Where this cannot be secured other means may help.

Homework assignments must be quite specific and clear. Vague, general questions will soon destroy all interest and desire to work.