

Schools which have been giving regularly and liberally during the past ten months of the year need only to be reminded that keeping up their efforts for just a little while longer will land them at the goal. Schools which, for any reason, have fallen short in their contributions, should be encouraged to do their very best during the weeks that remain of 1918.

Only two months before the year closes,—that is a short enough time to finish up the Budget for 1917. Everybody concerned must be up and doing if each School is to supply its quota and leave a clean slate for the new year.

One dollar out of every ten in the whole Budget is asked of the Sunday Schools. Out of every ten dollars asked of each congregation the Sunday School should give one dollar. The end of December should see the gifts of every School reach that proportion.

The Sunday School and the Assembly's Commission on the Moral Issues of the War

The General Assembly's Commission on the Moral Issues of the War is very earnestly at work. Three great matters are engaging the Commission's special attention, namely: (1) plans whereby the church may most effectively do its part in caring for returned soldiers; (2) the quickening of the church's spiritual life; (3) ways in which the church can make its fullest contribution of national service.

Deputies from the Commission have visited every Presbytery in the three central Synods of the church, and similar deputations are arranged for the Synods which meet in the fall. In all the Presbyteries visited the representatives of the Commission have been most cordially received, and ministers and elders are entering with great enthusiasm into this most important movement.

The Sunday School is vitally interested in the work of the Commission. In a letter addressed by the Commission to ministers and sessions the following recommendation is found: "That the Sessions give special attention to work among young people, especially along the line of religious education and training, recommended by the Board of Sabbath Schools and Young People's Societies of the General Assembly."

It is up to Sunday School workers throughout the church to see that this recommendation is carried into practical effect.

Attention and Retention

By E. A. Hardy, D.Paed.

I. DIFFERENT KINDS OF ATTENTION

"Johnnie, will you please pay attention?" And Johnnie straightens up, and fastens his eyes on the teacher. But in a minute or two Johnnie is miles away from what the teacher is saying, and the teacher is in despair. Do you know Johnnie? Do you know the teacher? Have you ever been Johnnie (or his sister) or the teacher, or both?

Now what can be done about it? Is there any way of getting Johnnie's attention? Better, is there any way of holding it? Certainly there is. But the way is not easy, and it takes the art of the skilled teacher to do it. It may be, however, that some suggestions will help any earnest teacher who really wants to understand how to improve in teaching.

Let us notice, in this article, that there are many kinds of attention. Does that seem obvious and trite? The sewing machine is obvious, now that its method is discovered.

So is the steam engine; and the telegraph. But it took many years of patient study to discover their secrets. And it has taken many hours of study by the psychologists to discover that there are many kinds of attention. Some Sunday School teachers have never discovered it, never even suspected it, and herein lies the source of much trouble, much disappointment, and many tears.

One pupil is naturally attentive to details. The little differences in things greatly interest him or her. This is true of this kind of pupil from Primary to Adult class. Little points about distance between places, about dress and social customs, about the kind of words used in the scripture passage, are of great interest to him, and you have his attention while you are making these things clear. The next pupil, however, has little interest in detail; his mind works on broad outlines. He loves mass effects. He does not care where a commander got his forces, nor for the details of how he placed them. He wants to know about the armies *en masse*, the general