

to concentrate his attention upon a given circumstance. Hence the importance of the teacher's constantly changing the point of appeal. Have a short reading, explain this, show a map, call for discussion, tell a story, etc., and above all else avoid monotony and lecturing. Study how to present old truths in a new light, and with new explanations. Take note of the illustrations you read, the actual experiences you have and use these where they will fit.

The teacher who knows his subject, who adapts his words to the understandings of his pupils, who shows that he expects attention and proper behavior, and who speaks with authority, will not only command the attention, but also the respect of his pupils. On the contrary, the listless, unprepared, unmethodical teacher, whose own attention is centred on the lesson rather than on the welfare of the pupil, will have inattention, noise, and trouble.

Normal School, Toronto

Record Attendances

Can any of our Sabbath Schools excel the record of the School at Sonya, Ont.? With a total of 146 scholars and 16 teachers and officers, the average attendance for 1910 was 115. 21 scholars and 6 teachers and officers attended every Sunday in the year, and for the first Quarter of 1911, 57 attended every Sunday. In 1909, 15 scholars and 6 teachers and officers, in 1908, 13 scholars and 5 teachers and officers, in 1907, 8 scholars and 4 teachers and officers, in 1906, 3 scholars and 3 teachers and officers, in 1905, 2 scholars and 2 teachers and officers attended every Sunday in the year, so that there has been a steady increase in this exceptionally high record of attendance.

The secretary of the School has missed only one Sunday in the last four years, and that day he was present in another Sunday School at a distance. The superintendent has been present every Sunday during the past seven years, except three or four Sundays when he was in the Northwest. Two of the scholars have been present every Sunday for five years, and two of the teachers have been in attendance every Sunday, barring sickness,

for the last twenty years. Many of the scholars and teachers have a distance of from two to four miles to go every Sunday. The superintendent lives two and a half miles distant from the church.

This, as the superintendent, Mr. T. H. Watson, remarks, in furnishing the above figures at the request of the *TEACHERS MONTHLY*, shows what may be done in rural districts in the way of regular attendance.

Sabbath School Work Among the Indians

By Rev. W. A. Cameron, B.A.

My duties as a Sabbath School Field Worker in the summer of 1909 called for a visit to the two Indian Mission Fields in the Presbytery of Prince Albert,—Mistawasis and Round Plain.

After an all day drive of 60 miles southwest from Prince Rupert, Mistawasis, the more remote of the two, was reached in the evening. The church bell was duly rung to apprise the Indians of the arrival of Rev. W. S. Moore, the Presbytery's Sabbath School Convener, who had kindly accompanied me from Prince Albert, and myself. By the time announced for our meeting quite a number had gathered in the church. Indians were there of all ages, from the papoose in the arms of its mother to the white-haired men and women.

The missionary is a teacher of the day school, and so comes into close touch with the children. The Sunday School, which is held on Sunday morning before the service, is not easy to carry on. Some difficulty is experienced in getting the Indians there in time. For the very little ones the teacher must be able to speak in their own Cree language. The majority of the larger children and young people understand English, and teachers for them are secured from among the white people connected with the agency, as well as from the missionary's family. But as my meeting with them was on a week night, I could not see the School at work.

After the opening exercises, conducted by the missionary, and a few words of introduction by Mr. Moore, who had been missionary on the field for some years, I was