

Rules for Study.

1. Take a deep interest in what you study.
2. Give your entire attention to the subject.
3. Read carefully *once*, but think often.
4. Master each step as you go.
5. Think vigorously, clearly, and connectedly.
6. Let study, recreation, and rest be duly *mixed*.
7. Study systematically, both as to time and method.
8. Apply what you learn.

The student will do well to keep these rules before him until their observance becomes a life habit. Right habits of study are vastly more important than the knowledge acquired. *How to learn*, is the important lesson to be mastered by the young.

Teachers may safely post these rules over their desks, and train their pupils into the habits of observing them; school life will then mean more than the mere knowledge of a few branches—it will fit for real life.—*Journal of Education*.

Read an Hour a Day.

AN English paper tells of a lad who at the age of fourteen was apprenticed to a soap-boiler. One of his resolutions was to read an hour a day or at least at that rate, and he had an old silver watch, left him by his uncle, which he timed his reading by. He stayed seven years with his master and said when he was twenty-one he knew as much as the young squire did. Now let us see how much time he had to read in seven years at the rate of an hour a day. It would be 2,555 hours, which, at the rate of eight reading hours a day, would be forty-five weeks, equal to twelve months,—nearly a year's reading. That time, spent in treasuring up useful knowledge, would pile a very large store. Surely it is worth trying for. Try what you can do. Begin now. In after years you will look back upon the task as the most pleasant and profitable you ever performed.—*Journal of Education*.

The Sunday School Banner.

TORONTO, NOVEMBER, 1873.

THE S. S. CONVENTION to be held in this city promises to be an important and interesting one. We must of necessity go to press with this number too early to give any notice of its proceedings. We hope to be able to furnish our readers in our next issue with as full a report as our limited space will admit.

The following from the *S. S. World*, so accords with what we wish to say on the subject of S. S. CONVENTIONS that we give it instead of our own:

Local Conventions: Their Value and Work.

Local conventions of Sunday-school workers are of growing importance, in comparison with state and national gatherings. The larger assemblage cannot give its attention to many of the details which are of chief interest to those meeting in the lesser conference. The general impulse given to the Sunday-school cause, by the addresses and deliberations of the principal conventions, can be made practically effective only through work in the smaller neighbourhoods. Those who have received fresh stimulus and inspiration at the general gatherings, should come together in their county or township limits, to discuss their local needs, and to decide how best to do their local work. And as the neighbourhood conventions increase in frequency and power, the best result of the general conventions is secured and made apparent.

The programme of a local convention is of prime importance. It is easier to run the convention well after it has assembled, than it is to get a good programme for it in advance. A few suggestions on that point may be timely.

There is no one programme for all conventions nor yet for all neighbourhoods. The programme for each gathering should be arranged according to the wants of that locality at that particular time. Those having it to prepare should ask themselves