

1. RULES FOR STUDY.—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 observation 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 place these rules over their desks, and train their pupils into the habit of observing them; school life will then mean more than the mere knowledge of a few branches—it will fit for real life.—*American Journal of Education.*

THE STUDY OF NATURE.—A school in the country, especially a farming district, ought to aim to give the pupil a good knowledge of the natural objects which come under the eye of every one of common observation. To do this it is necessary to have a teacher who is competent to interest, a teacher who knows and is capable of imparting instruction and of creating an interest and spirit of inquiry in the minds of his pupils. We hope the time is coming when the children of our schools will know

the names and the properties of the plants, the trees, the minerals, and the animals that come within the range of their daily observation. Every farmer's boy ought to have the advantage of this kind of instruction. It adds vastly to the happiness of life and does much to impart the power of intelligent observation in which most people are wonderfully deficient.—*Massachusetts Ploughman.*

MUSIC IN SCHOOLS.—What an auxiliary music is to the teacher, brightening up dull faces, inspiring cheerfulness that becomes impetus to labor, softening and soothing nervous irritation, often so difficult to contend against, which had been excited by the crowded school impatient under the restraint of monotony of position and occupation! Think, too of each child frequently going home at night, like the honey laden bee, with a gay little song to charm the work-wearied father's heart; a lullaby which, sung over the baby's cradle, shall soothe the mother's spirit while it closes baby's eyes; holy hymns that shall make the very roof-tree a better shelter for the hearts beneath it. Thus the influence of the public school goes out blessing and blest; and gathers sheaves of joy to hold close to humble hearts, thankful that we may be permitted to aid in making the world happier and better, as well as wiser; that we, too, in the silent, unseen influences, are serving our country and our God, and at the same time learning the useful lesson of how to labor and to wait.

---

### TEACHERS' DESK.

J. C. GLASHAN, ESQ., EDITOR.

Ere entering on a second year of the DESK we shall review our work already done, fill up one or two omissions, and consider the position we shall take in future.

It will be noticed that the Problems and Queries have been confined chiefly to Arithmetic and Grammar. For this there were several reasons:—Correspondents seemed to take most interest in these subjects; they are the test subjects at examinations for teachers' certificates; in history questions to be of any real value require for answering them

a wider course of reading or a larger library than can be asked of second or third class teachers; Natural Philosophy (except as applied arithmetic) is new to many of our readers; the Physical Sciences demand object-study, and teachers are as yet too much accustomed to depend on books for us to propose questions requiring them to make original examination and experiment. Again, for answers on the last three subjects to be worth aught, more space would be required than can be often spared to the DESK. Let us take History for