

How happy is he born and taught
That serveth not another's will;
Whose armor is his honest thought,
And simple truth his utmost skill !

Lament who will, in fruitless tears,
The speed with which our moments fly,
I sigh not over vanished years,
But watch the years that hasten by.

Keep pushing—'tis wiser
Than sitting aside,
And dreaming and sighing
And waiting the tide.
In life's earnest battle
They only prevail
Who daily march onward,
And never say fail !

Some persons prefer studying in the evening, others rise at four o'clock in the morning. We recommend those who have not laid down any rule, to adopt the following course : They should retire to rest about an hour and a half before their usual time, and continue studying the required work until they gradually fall asleep. We must here remind them to be careful where they place the lamp. On the following morning they should read the work once or twice, and say it without the book ; or if it be work which they do not wish to learn word for word, they may ask a friend to hear them. This method will, in most cases, have the desired effect, and the matter will be retained in the memory for months, it may be years. The matter becomes, as it were, photographed on the mind. In our younger days we tried this method, and have since recommended it to our pupils, who have assured us that they we also derive considerable benefit from it. Of course, the student must continue it for two or three months, though he will derive some benefit after a few trials.—*Irish Teachers' Journal*.

POETRY.

Autumn.

'Tis the golden gleam of an autumn day,
With the soft rain raining as if in play :
And a tender touch upon everything,
As if autumn remembered the days of spring.

In the listening woods there is not a breath
To shake their gold to the sword beneath ;
And a glow as of sunshine upon them lies,
Though the sun was hid in the shadowed skies.

The cock's clear crow from the barnyard comes.
The muffled bell from the belfry booms
And faint and dim, and from far away,
Comes the voices of children in happy play.

O'er the mountains the white rain draws its veil.
And the black rooks, cawing across them sail,
While nearer the swooping swallows skim
O'er the steel gray river's fretted brim.

No sorrow upon the landscape weighs,
No grief for the vanished summer days :
But a sense of peaceful and calm repose
Like that which age in its autumn knows.

The spring time longings are past and gone,
The passions of summer no longer are known,
The harvest is gathered, and autumn stands
Serenely thoughtful with folded hands.

Over all is thrown a memorial hue,
A glory ideal the real ne'er knew ;
For memory sifts from the past its pain,
And suffers its beauty alone to remain.

With half a smiles and half a sigh
It ponders the past that has hurried by :
Sees it and feels it and loves it all.
Content it has vanished beyond recall.

O glorious autumn, thus serene,
Thus living and loving all that has been !
Thus calm and contented let me be
When the autumn of age shall come to me.

—*Blackwood's Magazine*.

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**Report of the Minister of Public Instruction of
the Province of Quebec for the Year 1873-74
and in part for the Year 1874.**—(Continued.)

TEACHERS' ASSOCIATIONS.

There are now in existence four large teachers' associations, two for the protestants and two for the catholics ; and subjects of the highest importance to education are treated and discussed in each of their conventions, where broad views and much practical good sense are brought to bear upon the matters submitted. Each one there communicates to his fellow teachers the fresh knowledge he has gained, and imparts his new experiences in teaching. It would be a good thing if all the teachers, male and female, could form part of those associations. I invite all those, at least, who can do so, to enroll themselves in this fine peaceful army of progress, whose mission is not less grand nor less useful than that of the army which protects our frontiers. For if the latter protects the inhabitants, the former trains up men to worthily fill the place they may occupy in society.

The four existing associations have already done a great deal of good ; but many of the teachers are prevented from attending the conventions owing to the distance they live from the place of meeting. It would therefore be advisable to establish local associations. Each county, or division of two or three counties ought to have its particular association, and I hope that the School Inspectors will use every effort to bring about this result. They could themselves take the direction of those associations, give conferences, and especially furnish all required information as to the discipline and proper maintenance of a school, and as to the most efficacious manner of teaching the several matters laid down in the programme of teaching. Without doubt such action would produce a good effect. Those practical lessons learnt from experience, would help and encourage those who might not have the advantage of following the courses of a Normal School. The whole body of teachers would gain thereby in public estimation. It would be no longer represented by isolated members, but would form an important part of society, fulfilling courageously the noble task to which it has devoted itself.

School Commissioners should do all in their power to assist these associations, and even not hesitate to furnish a small allowance towards travelling expenses. They would be amply repaid by the progress which