

Joy is Linked with Grief.

The fairest flowers that bloom on earth,
They soonest fade and die;
And joys that fill our hearts with mirth,
Their wings inconstant fly.
The more we love a treasure dear
We deeper feel its loss,
For every joy that blossoms here
Is saddened by some cross.

The mother loves her fair first-born
With all a soul's delight;
But soon to grave her babe is borne,
And sleeps in realms of night.
Friends love in heart each other's joys,
As gay thro' life they rove;
But separation's woeful voice
Dispels their dream of love.

The sailor, when afar he roams,
Toils through each weary day,
And fills his mind with dreams of home
To drive his cares away;
But when thro' dangers dark and drear,
He's nearly reached his home,
By shipwreck, oft his visions dear,
Are lost midst ocean's foam.

And oft when homes are blest with joy,
The earth seems fair and bright,
And cares no thoughts of life annoy
All basked in joyful light.
But all at once the Summer's sky
Is clouded o'er with gloom,
And warfare's horrid demons fly
From out the opened tomb.

O life, in all thy changeable forms,
How many griefs and joys!
How oft arise loud raging storms
Where nought seems to annoy!
But every joy has some dark side,
As every rose its thorn,
And so 'twill be in this world wide,
While sons to men are born.

But oh, there is a land more bright,
Where bliss will ever reign,
Where saints will bask in endless light,
Then free from death and pain,
My heart it longs for that bright land,
To taste the boundless store
Of blessings from my Saviour's hand,
Then linked with grief no more.

A. LEE.

Specially for the JOURNAL.

Our College Bell.

CHORUS OF STUDENTS TO BE SUNG WHILE THE WIMAN BELL IS RINGING.

Words and music composed by John McLaren, lecturer in sacred music.

1. Ring on, thou sweet-toned College Bell!
Evangel! Evangel!
Thy tone is E, and chanting swells,
Evangel! Evangel!
Thou bidd'st us mark swift fleeting time,
Prepare to preach in every clime
That word of truth, sublime, divine.
Evangel! Evangel!
2. Be this the motto of our halls,
Evangel, Evangel,
Our watchword still on tower and walls,
Evangel, Evangel,
Our matin, noon, and vesper bell.
Still of the Christ the story tell,
Who triumph'd o'er sin, death, and hell,
Evangel, Evangel.
3. Ring out old sin, and usher in
Evangel, Evangel,
Who is the true; thou speak'st of Him,
Evangel, Evangel,
Of Him whose right it is to reign,
Who for our guilt was scourged and slain,
Ring on:—proclaim, He comes again!
Evangel, Evangel.

4. Ring in that glorious coming time,
Evangel, Evangel,
When all shall hear the heaven-born chime,
Evangel, Evangel!
Till then ring forth with cheerful sound,
The message of a Saviour found,
Till, Lord of all, on earth He's crowned,
Evangel, Evangel.
5. Ring still, ring on, life-giving tone,
Evangel, Evangel,
Until all meet around that throne,
Evangel, Evangel,
There chanting aye the gladsome psalm,
With robe of vict'ry and with palm,
The song of Moses and the Lamb,
Evangel, Evangel!

To Spring.

The snow lies deep
And the earth is asleep,
And the ice-bound waters sigh in vain.
The silent trees are shrunk in pain;
But soon their foliage shall ring
With the melodies of Spring.
The weary sufferer again
Is watching at the window pane.
The kine are lowing o'er the waste,
The sheep are bleating in the fold.
O bid stern winter haste
Away, and call the spring across the wold.
Hail to thee, Spring! Come, haste with all thy train!
Come with thy woodland music! Burst the icy chain
Of winter! Set the mountain streamlets free!
Hill and valley wait for thee.

T. J. B.

Rules for the Study of Hebrew.

FROM FAHN AND GESENIUS.

1. Adults who learn languages from books should daily read, repeat again and again the reading, hear others read, write out what they read, and peruse and re-peruse it, and assiduously persevere in this exercise of repeating, until what is read be deeply engraven upon the memory.
 2. Let the same passage be read three or four times over, aloud, so as to be distinctly and audibly pronounced.
 3. Connect with the words you read, not merely the words by which you translate them, but *the thing itself* that is designated by the original author.
 4. Let the teacher be careful that his pupil learn to read with facility, without any hesitating, stuttering or stammering.
 5. Let the exercise of inflection be written down.
 6. Paradigms should likewise be written out, consisting merely of affirmatives, preformatives and characteristics of the conjugations.
 7. I should especially recommend that the student be accustomed to form paradigms himself, after the example of those in his grammar, by choosing words which belong to the respective classes of verbs, and writing out complete paradigms solely by his own efforts.
 8. The whole grammar is not to be exhausted at once. At first those parts of the grammar are to be selected which are specially important; in particular, the paradigms of inflections, omitting the exceptions and anomalies.
- By the kindness of Professor Cousirat, we have been enabled to present our readers with the above very valuable rules for the acquirement of any language learned from books, but especially intended for the study of Hebrew. We hope that all our theological students will find these rules a help to them in the study of this most interesting oriental language.

ED.