

people of all kinds do business with men of all parties, and it is the height of impertinence to say that because a teacher has both parties represented in his section he should be deprived of his rights as a citizen. Of course the teacher should decide for himself how far it is wise for him to go in party warfare. The "heelers" and partisan bullies may make things unpleasant for him if he becomes conspicuously active in political affairs. The opposition of the men who are in politics for what they can make, or for what they can steal, may have to be reckoned with. There are many things to be considered, but the fact remains that a teacher has all the civil rights of any other citizen and should be allowed to exercise them if he sees proper so to do.

On all public questions in which a moral element is involved the teacher should make his influence felt, and felt unmistakably on the right side.

Much is gained in many directions if the teacher has pronounced religious convictions. Whether an agnostic or infidel should be put in charge of a school is a question that need not be discussed. The spectacle of an infidel reading the scriptures or leading the children in prayer is so grimly absurd that it is seldom seen in this Province. No one has a right to ask that the teacher shall be a member in full communion of some branch of the Christian Church, but usually it is better for himself and his school that he should be. It is also better that he should take an active part in Christian work. A large proportion of the female teachers of Ontario are also teachers in the Sabbath School, and many take an active part in the work of missionary societies. Work of this kind is twice blest; it benefits the teacher personally and strengthens his hold upon the esteem and confidence of the best part of the community. The teacher who assists every good cause outside of the school-room, whose influence is always felt

on the right side of moral questions, other things being nearly equal, will usually have most influence over his pupils, and the strongest hold upon the best part of the community.

### The Teacher's Crown.

Dost thou inquire what wreath the world  
intwines  
For those who would her steps from wand-  
ering keep?  
To her stained annals come. Here, cold  
in sleep,  
Beside the poisoned chalice low reclines  
The aged seer, whom her blind rage con-  
signs,  
Old, spent and loathed, to her vengeance  
deep.  
Here trampled Freedom's fettered bard  
doth reap,  
In fallen age, the meed her lay enshrines.  
For thee, perchance, such laurels are pre-  
pared,  
For thee thy cross of service to be borne;  
Truth's humble priest the world hath  
rarely spared  
Her cruel hate, her yet more cruel scorn.  
Yet from thy high intent nor faint nor  
swerve;  
They still shall wear their crowns who  
faithful serve.

S. A. MORGAN.

### New Words to Familiar Music.

Can a boy forget his college days  
When toiling out on life's highways?  
Though other friends may round him bind,  
No friends like college friends he'll find.

CHO.—Back! back! classmates, come back  
some day  
And play the games we used to play;  
Old books, old friends, kind teacher grey,  
We part too soon but not for aye.

Can we e'er forget our college sports?  
Sometimes we lose, it wrings our hearts;  
Sometimes we win—O joyful day,  
Our comrades' cheers reward the fray.

Can a girl forget the college door,  
Where entered she a stranger sore?  
"Welcome" she finds in every eye,  
Then welcome gives till her "good-bye."

Shall we e'er forget this term's brief space?  
It has cheered our hearts, enlarged our  
grace,  
Its speeches, meetings, toils, and fun,  
Have fused our many minds in one.

E. J. R.