

highly certificated one whose heart is in his salary. In the development of character legislation can do little for us. We must make ourselves more respectable as a class if we desire to secure the respect and dignity ungrudgingly rendered to other callings. But we need not utterly despair. We have advanced wonderfully during the last ten years. Permanence of occupation will soon place us in that position of dignity so devoutly to be wished. I am no pessimist, no prophet of evil. I believe in the destiny of our profession. The excellent work done by many who are not of us, but merely sojourners amongst us—the business way in which ladies and students often manage our schools—makes me proud of the natural talents and native honesty of the Canadian people. Were such persons still further actuated by that true loyalty to their calling, that real love that suffereth so much and is kind, that dignity and conscious worth so characteristic of the true professional, I am quite sure that the victory over the obdurate hearts of Trustees would be decisive. They would have to surrender unconditionally to such an army of “fair women and brave men.” What we have done in the past is but an earnest of the things that we shall do. Truly we are the people, and wisdom will die with us. Let our star be not that of despair—

Sad Hesper, o'er the buried sun,  
And ready thou to die with him,  
Thou viewest all things ever dim  
And dimmer, and a glory done;

but rather the star of the morning, the harbinger of the day—the token of hope—

Bright Phosphor, fresher for the night,  
By thee the world's great work is heard  
Beginning, and the wakeful bird;  
Behind thee comes the greater light.

## UNIFORMITY OF TEXT-BOOKS.

MR. WM. CARLYLE, WOODSTOCK.

In 1863, twenty-one years ago, Dr. Ryerson, in his annual report to the Government, said: “The paramount object of using a uniform series of text-books in the schools has been nearly accomplished.” Four years later, 1867, he reported: “Uniformity of text-books in the Public Schools of a country has long been insisted upon by the most experienced educationists on both sides of the Atlantic, as of the utmost importance to the efficiency of the schools and the progress of the pupils. The question may be considered as so entirely settled by common consent in this province, that I need not again adduce the arguments and authorities of educationists in other countries, as I have done in previous annual reports, to evince the importance of but one series of text-books in the schools.”