

der of the lessons, the topics presented, and the general character of the facts taught should conform to the directions given here, without regard to the order of presentation in the text-books in common use.

After completing the course of objective

instruction in Geography, as indicated in the preceding steps, the pupils will be prepared to commence the study of this subject in an intelligent manner from good text-books.

From "How to Teach."

THE PUBLIC SCHOOLS OF ONTARIO.

The report of the Chief Superintendent of Education, for 1873, contains some interesting statistics indicating a highly satisfactory progress in almost every department of the system. If the liberality with which the people voluntarily tax themselves to support a system of free schools be any index to the popularity of these institutions, then one may safely infer that this system has taken deep root in the soil of Canada. If the rapid increase in the number of scholars in the Province, the number of teachers employed in them, and the number of scholars who attend them, may be assumed as a safe test of extension, then there is good ground to hope that the machinery employed in the education of the youth, of the Province is extending as rapidly as the increase in the population demands. It is true the people who contribute so liberally and freely to promote universal education, have still to lament the apathy or ignorance of parents, and in some cases the necessity that points to a result of between twelve and thirteen thousand children of school age growing up in this favored land of free schools without availing themselves of the advantages brought within their reach. It is the only indefensible feature in a national system of education, that many of those who, were they left to their own unaided efforts, could not command the means of educating their families, are still so indifferent to the future of their own children that they are not sufficiently alive to the blessings they might enjoy, and thus the country is cheated out of part of the fruits of that system for the support of which they are taxed.

The amount of legislative grant for the year 1873 was \$224,935—about \$20,000 over that of the preceding year. The municipal assessment was \$601,351, an in-

crease in one year of \$60,960. The amount raised by the assessment of trustees was \$1,430,300—an increase of \$207,289 over 1872. The whole sum raised for Public School purposes from all sources amounted to the enormous figure of \$2,967,565, or in round numbers, to three millions of dollars. This sum is something unprecedented to be raised, the greatest part by voluntary taxation, for the support of free education by a country so young and a population so small, as that of Ontario. It speaks well for the character of the people as respects intelligence and moral principle, and is full of hope for the future. The Chief Superintendent has tabulated the increase from year to year since 1860, in all the different channels of revenue for the support of the Public Schools, and a few of these may be interesting to the readers of the *Free Press*. The following figures indicate the amounts available from all sources. 1870, \$1,944,364; 1871, \$2,124,471; 1872, \$2,530,270; 1873, \$2,967,365 or an increase of \$1,023,001 in the course of four years for the support of free education in this Province.

The amount disbursed in payment of teachers' salaries in the same year was \$1,520,124, an increase over the preceding year of \$148,528, which shows that the country is gradually awakening to the fact, that if the people desire the services of properly trained and properly educated teachers, they must pay for them. In this respect there is still room for improvement, as the profession of teaching is still more poorly paid than any other in the country, that requires the possession of the same varied and extensive attainments. The amount expended on sites and buildings during the year was \$609,113. The increase of expenditures year by year on this item,