

that there has been an actual decrease in the ten years of 4·85 illiterates over five years in every group of 100.

Suppose we had the total population of Canada in a big field and divided them into groups of 10,000. There would be 583 groups to represent the population of 1901. Each of these groups would contain 7,537 persons able to read and 2,463 not able to read. These 2,463 could be divided into two sub groups, (a) children under five years of age 1,196, (b) all others unable to read 1,267.

Similar groups (483) of 10,000 in 1891 would have 7,001 persons able to read and 2,999 not able, the latter being subdivided into (a) children under five years of age 1,249, (b) all others 1,750.

The returns for 1891 show that the population of 4,833,239 was divided into 2,460,471 males and 2,372,768 females. Of the females 297,490 were under five years, leaving 2,075,278 five years old and upwards. Of these latter 1,682,783 could read. These were divided into 111,632 who could only read and 1,571,151 who could read and write. These figures leave the illiterates of the female sex 392,495, or 16·5 per cent of the total female population, or 18·9 per cent of the total female population five years old and over. The returns of the Census of 1901 do not supply the material for a comparison of the status of female education after the lapse of a decade.

Under the British North America Act, 1867, the right to legislate on matters respecting education was placed in the hands of the governments of the several provinces, the rights and privileges of denominational and separate schools then existing being especially protected.

ONTARIO.

Subject to the approval of the Provincial Government, all regulations for the public and high schools are made by the Minister of Education. These schools are under the control of local boards of trustees, elected by the ratepayers, and are allowed to have none but certificated teachers. Education of children between the ages of 7 and 13 is compulsory for not less than 100 days in the year. Some of the noteworthy features in Ontario's System of Education are : uniform course of study for all schools ; all public and High Schools in the hands of professionally trained teachers ; provincial, instead of local, control of examination of teachers ; uniformity of text-books and common matriculation for admission to all universities and learned professions. These give unity to the system which includes (a) Kindergarten, (b) Public or Separate schools, (c) High Schools or Collegiate Institutes, (d) the University.

The following table gives particulars respecting the public schools of Ontario in the years 1880 and 1902, Roman Catholic separate schools included.