ees of the Dominion in its percent of average attendance, though the other provinces have all had to resort to compulsory laws, the following considerations are submitted. If this argument from the per cent of attendance is logically valid, no more telling one could be advanced as a counter attack to any general offensive on the laissez-faire theory.

As ordinarily understood and as generally computed the per cent of average attendance is the ratio expressed in hundredths which the average number of pupils daily present bears to the total enrolment for the school term, or for the school year, or sometimes to the average monthly enroiment; in simple words it is the ratio between the attendance and the enroiment.

The per cent of attendance is not computed in the same manner in the different provinces nor is it based on the same factors, and therefore provides no reasonable basis of comparison as between provinces in estimating the comparative status of the attendance of school ag, children.

This average attendance is computed in several different ways in the different provinces, being so computed in some provinces that they have a very much higher apparent percent relatively than the facts justify. The most generally adopted plan is for each school district or for each section or unit that sends in a report to the Department to report the average daily atendance made. This figure is the quotient obtained by dividing the Grand Total Days' Attendance by the number of days the schools of that particuinr district were open during the period. Take an example: if the aggregate attend-ance of a district was 120,000 and the number of days the schools of the district were open was 150, then the average daily attendance would be 120,000 divided by 150 = 800. And if the enrolment was 1000, the percent of attendance for that school district would be 80 p.c. The average daily attendance for the province by this plan would be the sum of the averages for the different schools, while the percent would still be the ratio of average attendance to enrolment. According to this plan one takes the actual number of days the schools of each district were open as the divisor and makes np the average attendance of the district from that. Tho schools of some districts may be open 180 days, those of another only 90, each district uses as divisor the number of days its own schools were open. According to this plan all short term schools can make as good a percent of attendance as iong term schools; this all tends to keep up the provincial average of attendance.

But in certain other provinces the method followed to get the average attendance is to divide the aggregate attendance for the prov-

ince by the number of legally authorized teaching days, which number may run up as high as 200, 205 er even 215. Let us see how such a method would reduce the percent of attendance in the case of the school just mentioned, if it was situated in a province where the legally authorized . mber of teaching days is 200. Then the average attendance will be 120,000 divided by 200 instead of 150, and the result is 600 pupils while the percent is 60 though the aggregate attendance and enrolment are the same as before. Such a method penalizes the short term school and tends to make it increase its term, but it also lowers the provincial percent of attendance as shown. A province that uses this method suffers a considerable handleap in the aver-age attendance reported and also in the percent of attendance. Ontario, Manitoba and Alberta follow this method and are thus handicapped. In Manitoba the aggregate at-tendance for all the schools in 1916-17 was 14,394,70914 and the legal number of teaching days was 208; 14,394,708 % divided by 208 == 69,209, which was the average attendance for the whole province for that year as reported by the minister.

The province of Saskatchewall again has a different method. The teachers a *instruct*ed to compute the percent of att. ...dance for the month. Then the percent of attendance for the year is not based on the yearly enroiment, but the monthly percentages of attendance are averaged to form a yearly percent. Moreover the Department of Education there, realizing that the percent of attendance is largely a matter of book keeping has suggested to their Inspectors yet another plan of working out the percent of attendance; it would then be the ratio between the possible attendance per month and the actual attendance. That is if any child was enrolled late in the month, his possible attendance would be the number of school days from the date of his enrolment to the end of the month. We believe this latter plan has not yet been

But Quebec follows none of these methods of computing its percent of attendance. We have a method which is unique among the provinces; it may be historic too. Just how much this unique method has to do with determining our vaunted superiority as to percent of attendance is not easy to determine with mathematical exactitude, but we will show how it tends to raise the figures. This is how it is done. The average attendance to date is reported in the Inspectors' Bulletin on the occasion of his second visit to the school for the year. The sum of these averages is the average for the province. Thepercent is computed in the customary way but includes the enroiment only to the date of the Inspector's visit. Thus our average at-

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