

I remark in Godts " *Les droits en matières d'éducation* " (Rights in matters of Education), volume 3, page 1152, the following passages which bear on the bill of the member for St. Lawrence :

" 3. In fine, this law is ineffective, as proven by the official statistics of nearly all the countries in which it is in force. (1) Suffice it to cite the competent testimony of Mr. Levasseur, which is not open to suspicion. This member of the French Institute, after years of research, published in 1897, a large volume of over 600 pages, all filled with official statistics relative to primary education in the civilized countries. He observes that : " The principle of compulsion has made great progress in fifty years ". But he is forced to make this humiliating admission as regards the modern State : " One aspect of the question, which is more obscure, is the effectiveness of a law of this kind. In fact, there are States, which have enacted compulsory laws and in which nevertheless education is but poorly diffused as in Spain, Greece and Turkey, while there are others in which education is widespread without any compulsory

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(1) Jansen. Nos 222-228. In Hungary, compulsory education exist and nevertheless the school attendance only amounts to 55 per cent. (Woeste 1 c p. 86. note). In the United States, the obligation exists ; but it works nowhere. In Connecticut, the proportion of absentees to those who are present is over 40 p. c. (Ibid. p. 89) In Denmark, there is hesitation in enforcing the penalties decreed by the law (Ibid. p. 90). In Portugal, in Spain, in Italy, compulsory education is proclaimed by law, it does not exist in fact (Ibid. p. 91).