

which I don't feel competent to discuss.

**Mr. Newell** ....I wonder if all the members have had the time to actually read this report. Obviously Mr. Butt has, or at least he read the beginning and the end, and perhaps I am a little late in bringing this point up, but from the turn that the discussion immediately took I am led to wonder if perhaps it would not be wise if perhaps we should find out how familiar the Convention is with the text as a whole. I hope this is not impertinent, but I would really like to know if all the members have had a chance to read this before we continue with the discussion.

**Mr. Chairman** That would be very hard to get, Mr. Newell.

**Mr. Newell** If any members have not studied the report they might say so. I just wondered.

**Mr. Chairman** Mr. Newell, I put it to the Convention that if there were any objections they should be brought forward. I did not hear your objection then. I don't know if there are any others. It can be read if the Convention so desires it.

**Mr. Miller** I think we ought to proceed with the discussion on the report, and, since I am on my feet, I think I will give Mr. Butt a material example of patriotism taught in the schools during the war. Unlike Mr. Smallwood, who looks on any form of patriotism with some suspicion, I think it is a clean example, and perhaps the only reason why we did not include it was that it was obvious that every Newfoundlander should know about it. That was the selling of war savings stamps in our schools, where our children came and looked for a dime, and the next day for another dime, and eventually they got the price of a war savings certificate. I believe these children knew the purpose of these certificates, I believe that was a clean way of teaching patriotism. It certainly worked, and it was countrywide, and as it was perfectly obvious and we did not mention it; but it is a typical example.

**Mr. Butt** Excuse me for getting up again. I am not trying to be like Hitler. I am not interested in those political items, but cite them as examples. While I am on my feet, Mr. Smallwood, not \$40,000 went down the drain, but \$40,000 could have gone down the drain if the estimate happened to be one third out. There you are.

**Mr. Jackman** I would like to have education defined and to know when is a man educated.

**Mr. Miller** Never.

**Mr. Ballam** There is one point Mr. Butt brought out. He mentioned that the money spent on teacher training was \$15,000, whilst that for building schools was \$500,000. I think what Mr. Butt meant was, is there enough being spent for teacher training, is it in proportion? And if not do you consider making recommendations for more expenditures in that respect?

**Mr. Butt** I know that I am correct. The \$15,000 is not even the correct figure, but I do want to put the same question that you did. I want to find out if the Committee considered the main lines as distinct from the purely professional aspect of the situation....

**Mr. Hollett** I don't think any member has any right to get up as often on any point. Regarding teacher training, during the sessions of the Committee we did have Mr. Frecker, Secretary for Education, before us on several occasions, and although we have not embodied his talks in this report we secured enough information from him to make us believe that the Department of Education is very much alive to this matter of education, and are now making plans for summer schools in the Memorial College and all over the island; so they have taken steps to raise the standard of our teachers. That is a very difficult problem, as Mr. Frecker pointed out. Along these lines I am quite sure that the average standard of teachers in the years to come is going to be very much ahead of what it is at present. We have to remember that we have I think it is over 2,000 teachers all over the island, some of them with only 12 or 14 scholars, and it is not to be expected that the state could spend thousands of dollars to send a teacher to each small settlement. But they are endeavouring to raise the standard of all teachers insofar as the money allows. Mr. Frecker left no doubt in our minds that that is one of the great problems which we will have to face, and they are facing it manfully. I cannot give you any particular facts on it....

**Mr. Newell** This report is, in some ways, the beginning of our reports. It is the first brought in, and we may be justified in saying that we did not know exactly what the Convention expects, and those bringing in reports after this will have the advantage of seeing this one torn to pieces and will know better what to expect. I think the Committee will agree that we did not feel it was our