

material outside, it can be done here, and it would be only reasonable to expect that some of these men would stay here. We are a producing country, both in material and brains equal to the best; but in this respect we must become more national-minded and export more of the finished product in order for our country to derive any real benefit from our natural wealth.

Touching briefly on the question of teachers' salaries, I do feel the lower grade teachers are still underpaid and there is little inducement for anyone to take up the profession unless they see their way clear to qualify for the higher scale. In the matter of assisting in the building and equipping of new schools, I would say the department has done a good job and the value of this policy will best be proved over a period of years....

Mr. MacDonaldEducation, to my mind, is one of the more, if not the most important subjects in our study of the future well-being of our country. An educated people tends towards a prosperous and happy future, an uneducated people the very opposite. We have in the past been woefully lacking in this very important matter. Progress has been made in the past few years undoubtedly; but much more needs to be done. The question has been asked in this report: "Is the country getting adequate results for the money spent? Could the same results have been got with less expenditure?" The Committee has answered these questions in a general way by stating they consider the department had done a good job under the circumstances. They probably have, but my answer to the question, considering it from a financial and social point of view, is that the same result can be obtained from a smaller expenditure and that better results could be obtained from the same expenditure. I don't mean by this that teachers are overpaid; they are very much underpaid. Teaching, as a profession, is probably the lowest paid, for what we expect from them, of any class in the country.

Our set-up in the matter of education is wrong, and here I probably enter upon a very controversial subject. The system of denominational education which we have is antiquated and should be changed to a public school system, as in all progressive countries in the world today. In discussing this question I shall endeavour to approach it from a purely financial and social aspect. The theological arguments I shall leave to

more learned minds. I speak as an outport man, where the effect of the present system is probably more pronounced than in the city of St. John's, where large schools can be provided to carry out the provisions of this system. Financially, the present system is uneconomical, in that there is too much overlapping both of money and effort, and socially it tends to instill and keep alive that spirit of intolerance which has been a drag on our country from time immemorial, and which we could very well do without.

To illustrate what I am saying, my own town of Botwood might be very well used in this connection. Some two or three years ago, when compulsory education was put into effect, it was found that our schools would not accommodate all the children. The population was at that time about 2,700. We had five schools divided among three denominations; one, the largest having three schools, and the other two having one each. All these school buildings, except one, were in a bad state of repair and, with the exception of two, had no sanitary facilities. An effort was made to get an amalgamated school. A committee was formed to carry out the idea, which would have meant that one central school with a primary school on each end, or three schools in all, would have been sufficient to take care of the pupils, and give them a higher standard of education. The whole district of Botwood was canvassed, and it was found that the great majority of the people were in favour of such a school. We contacted the education department, and where did we get? Just nowhere. We even had a visit from the Commissioner of Education of the day, who advised us that an act had been passed enabling an amalgamated school to be started, providing that the various school boards would agree. What chance do you think we had, when the members of the school boards are recommended by the different ecclesiastical authorities, some of which were opposed to the idea? The final result to all this was that four new schools were built which, with the original two remaining, total six. Since then one more has been added, making seven in all. Is that economy? Does it tend to raise the standard of education as much as could be obtained by an amalgamated or public school? It has been said that the public or amalgamated school system is not workable. All we have to do to answer that question is to point to Grand Falls, Corner Brook,