

our approach to the economic side. What does education cost the treasury now, and what has it cost in the past? Is the country getting adequate results for the money spent? Could the same results have been got with less expenditure? Will the same level of expenditure have to be maintained in future, or will expenditure be higher or lower than now? One thing the Committee decided from the commencement of its approach was its inability to judge of the the country's capacity either now or in the future to meet the costs of education: the members felt that while as members of the National Convention itself they would have ultimately to come to that judgement, as members of the Committee they had neither the general national data, not even the mission, to consider the wider question of the country's ability to carry educational services.

As to the final conclusions, that is a horse of another colour. Dealing with section 2, I have felt and am sure all members of the Committee felt, that here, perhaps, was the basis of the criticism that the Convention might be prepared to offer in connection with this whole report. If this Convention or the government or the Department of Education or other competent authority were to bring to Newfoundland a man or a number of men for the purpose of investigating not the cost of education, the purely economic side, but education itself; if they were prepared to bring in men who might be described as professionals — not teachers or educators, but men who had made a study of education as such, men who had studied educational systems, the purpose and the reason; men who had made a comparison of the different types and forms and systems of education; and turn them loose in Newfoundland, giving them authority and power and a year or two in which to make a factual and objective study of education as such and of the educational system as such in this country; then, having spent about six months in the different departments, attending meetings of the Education Council; meetings of executive officers, the Council of Higher Education; going out to the different schools, these men might be able to offer to this Convention an opinion on the education system which would be worth having. Our Committee, consisting of two journalists (Mr. Harrington and myself), a

returned soldier, two retired teachers — I cannot remember the rest — none of us trained men in the realm of the administration and philosophy of education, for that reason decided to admit to ourselves frankly and to the Convention that there was a great deal of the subject of which we knew nothing. We were not trained or equipped to make that kind of investigation. Then we dug into the question of what it cost since 1920-21 down to the present time; and for that expenditure what have we got in the way of education? How many schools and how many classrooms, how many teachers? Has the school system from the plant, the physical standpoint, improved for that additional expenditure? Then we made a stab at guessing as to what the education plant would have to be in the years ahead. The result you will find in this report. I thought a frank statement of the spirit in which this report is presented would be best.

Mr. Dawe If you want any further information ask Dr. Barnes.

Mr. Butt With regard to (c): "It is apparent that education has made and is making very real progress in Newfoundland." Is that based upon the fact that we have been, during the last few years, spending more money?

Mr. SmallwoodThe answer is, frankly, "Yes". It is safe to say, with more new schools and classrooms, rebuilt and reconditioned schools, more equipment, more teachers, more students, a larger percentage of attendance, a larger proportion of total expenditure going into it than before, yes, there has been an advancement in the field of education.

Mr. Butt Would it be possible for the Committee to indicate to us on what lines or on what basis they made that report? Even a journalist, if he wants to build a house, decides what he wants and then calls in an architect and says, three bedrooms, kitchen, bathroom and so on, he says, "This is what I want." Could you tell us on what basis the Committee came to its conclusions? For instance page 203 of the official handbook, 1946, reads "Changes in the curricula during...democratic citizenship and patriotism." If they considered the main lines on this sort of thing in the report did they feel unable to deal with a matter of that kind? I am thinking of our terms of reference: "to consider facts and make recommendations for future forms of government." What has