

whole problem objectively, on the assumption that this system, like every other, is imperfect, and that our duty was to examine it as dispassionately as possible, and give our picture of it and suggest lines of advancement.

DEAN LEMESSURIER: In this visitation of a hundred schools, it was as a sub-committee that visited the schools, or was the work divided among groups of the main Committee, each group visiting different localities?

PROF. HUGHES: Both ways were carried out. There was a stage at which we did divide; some of us went to Richmond and Drummondville, others to Brome County area. So, in that way we were able to cover more ground than could have been covered otherwise.

DEAN LEMESSURIER: How long a time would one spend working like that -- hardly more than part of a day in each school?

PROF. HUGHES: That would depend on the size of the school. In some large ones, we would spend more time, but it was quite sufficient to give us a clear and reliable picture of the situation as a whole. There were parts of the Province, Gaspé, for example - there, we had to depend on the special knowledge of people, like Mrs. Shaw. Had we had unlimited time, we would have