

# INERY

Fancies in  
striking designs  
are a little more

# Bros

## Household Notes.

A frock of rose velvet has for only decoration strands of beads.

Lingerie of pale pink and blue with flit lace has a great vogue.

Every well-dressed girl's trousseau contains one picture hat and gown.

A combination of crystal and has no rival in trimming an evening gown.

Sedate rows of tiny buttons down the front of many a blouse.

Ribbons in pastel as well as shades will figure largely on robes millinery.

The extremely narrow skirt made the feet appear much larger than really are.

Calatrane is used for many of spring frocks, often combined with moire silk.

Breakfast coats of wash satin have a slight resemblance to a Chinese mandarin coat.

Cream-colored blouses of trimmed with lace, are prophesied for summer wear.

The tricorne, the tailored hat the picture hat are all produced black lisse straw.

The chemise robe is far too coming and useful to disappear from the smart woman's outfit.

An evening gown of pale rose organdie has a little undergarment of ruffles of the organdie.

Dance dresses on chemise style made of gold and silver covered with a slip of colored tulle.

Grosgrain ribbon has come to the spring to bind necklines, sleeves, and to belt in flimsy blouses.

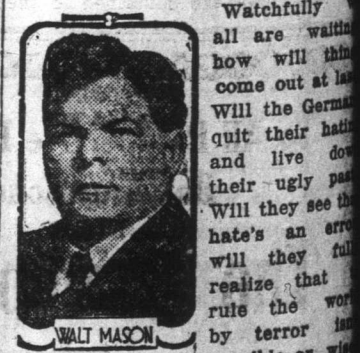
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## WATCHING AND WAITING.



Watchfully all are waiting how will this come out at last. Will the German quit their battle and live down their ugly past? Will they see the hate's an error will they realize that rule the world by terror is possible or will the German love his neighbor in the golden days of peace, or anxious to belabor 't'other fellow with a cross? Oh, I do not trust the German, though he act like Sunny Jim though he hand me out a sermon, put up a pious hymn; he is great talking virtue, he has morals by the stack; but he'll take a club and beat you if you chance to turn your back. I'm afraid the German's having more passion than before, while cringes he is waiting for another whirl of gore. Now he is of humbling, speaking in remembrance tones; but I fear he's always dreaming of more corpses and more bones. He is ready with his p'edges, he is spring them with a will; but the German always hedges when he comes to pay the bill. "I'll be true and honest," he belches, "I'll be pure, already paid, but the German always welches when it's time to pay a bet. Oh, I hope he'll be a winner, that his virtue will grow faint; but I never trust the German who becomes a sudden saint."

# WAR MEMORIAL.

A University for Newfoundland.

Evening Telegram.

Dear Sir—I am glad to notice by the papers which I received from home that people are taking an interest in the question of commemorating the war memorial to commemorate the heroism, self sacrifice, and suffering of those who fought, suffering and died for righteousness and a higher and better life and for the sake of the new Democracy.

The suggestions of your correspondence are certainly most valuable and show a tendency on the part of the writers to feel that the memorial should take the form of rendering some kind of practical service to the country. I feel sure that all the countrymen who are so valiantly achieving their so valiantly their achievements should be perpetuated in some concrete form.

I have given their to-day for our to-day, and for such heroic men we have a John Orenham put it in the following poem:—

the spires of Oxford  
I was passing  
the great spire of Oxford,  
the heart was with the Oxford men  
the heart was with the Oxford men  
the heart was with the Oxford men

They left the peaceful river,  
the cricket field, the quad,  
the shaven lawn of Oxford  
to seek a bloody sod:  
they gave their merry youth away  
for country and for God.

Dear Sir, happy gentlemen,  
they laid your good lives down  
to look the khaki and the gun  
and the cap and gown.  
I am sure you to a better place  
than even Oxford town.

To keep green the memory of a sacrifice such as that described by these lines will add to our country's strength in the future and the memory of the dead will be kept greener their memorial renders continuous service to the living.

Judging from the types of memorials erected in England, France, and here in the United States of America, it would seem that there is a common conviction that the construction of a shaft placed in a graveyard among the dead or some other place is not at all a commendable memorial.

The suggestion of erecting a memorial to the living to perpetuate such illustrious memories seems to me to be the only aim which ought to keep before us. The idea of altogether new and by bringing to the front to-day we are only going back to the ideals which permeated the minds of our ancestors.

For example, the erection of All Saints College at Oxford in 1457 to commemorate the memory of Henry V. and more especially for those who died in the French wars. Who could estimate the tremendous and far-reaching influence this memorial has had on the whole of Oxford University and on the development and expansion of the great British Empire?

In the erection of a memorial for our country, then, I think, we can afford to profit by the example of our neighbors, even in this modern age, and if we are wise it will also be to us to consider carefully some of the ideas of leading minds in such countries as England, France, and the United States and see if we cannot find a memorial in keeping with the best thought and most modern ideas of the day. In this connection it may be of interest to note what the Right Honorable H. L. Fisher, M.P., President of the Board of Education, England, said in connection with this matter. His views are contained in the

following excerpt from a speech delivered at Bedford College in 1917. He says, "I remember in old days reading the story of the foundation of the University of Leyden (Holland). The University of Leyden was founded in the year 1574 to commemorate the triumph of the great and heroic siege of Leyden. The memorial of that heroic event was the foundation of a university, a university which in course of a generation achieved for itself the renown of being one of the most famous centres of light and learning, and I suggest to you, ladies and gentlemen, that our memorial of this war should be a great University of England, which should be a means of raising the whole population of the country to a higher level of learning and culture than has hitherto been possible." Similar and cognate ideas were also expressed by a resolution in connection with our war memorial which was passed at the Patriotic Association on the 22nd of January last, and warmly approved of by the Superintendents of Education, and the other gentlemen there assembled who have the future welfare of the country at heart.

In the In the United States they are advocating useful buildings devoted to the service of the living a soldiers' memorials. They have seen the utility of erecting a figure of somebody riding a horse or of somebody beating a drum as a war memorial. They have thousands of those over the land since the Civil War and they do not think that by such monuments the great sacrifices of their heroic dead are fittingly and properly remembered. Hence they are advocating community buildings, and in a pamphlet issued by the national government at Washington on this question it is contended that "wherever possible, this community building should be a public school house. It is the logical community center. It is owned and operated by all the people and therefore furnishes a platform on which all can meet on terms of self-respect. The schoolhouse should be remodelled, enlarged, or replaced by a new one. It is in any country, and Newfoundland suffers the loss of their brains and their abilities; and, unless we do something to counteract this tendency, our country can never make that progress and advancement to which her position and resources so fully entitle her."

If we had a University of Newfoundland we could also have attached to it a school of education or normal college. Such a normal college is an absolute necessity and I trust the time is not far distant when it will be realized. A building which could be used as the mother house or central office of a University would be well within our means. For instance, one of the buildings which Dalhousie University at Halifax erected just before the war cost \$60,000. This building is of granite and such a building would suit our purpose admirably. Some people seem to be of the opinion that a University of Newfoundland should be solely a government matter. With such an opinion I am not altogether in accord, although I admit there should be government co-operation. In Canada, for instance, the Universities of McGill, Laval, Toronto, Dalhousie, and many others are not government institutions at all, and in the United States of America such great universities as Columbia, Harvard and Yale and many others are private institutions. And who will question the great contributions which these universities have made to the welfare and progress of these nations, as well as opening up a channel for men of means to become true benefactors with their endowments.

I would like to see the University of Newfoundland secure the advantages, both of public ownership and voluntary self-support. The housing of such a university ought to be maintained partly out of public and partly out of private funds. I would, therefore, have a public subscription of the people I would expect that the government would make a generous contribution by legislative vote. Some other people again, are under the impression that Newfoundland could not support a university but when we look at our neighbor, Nova Scotia, with a population of 450,000, with at least five degree conferring institutions, namely, Dalhousie, St. Francis Xavier University, University of King's College, Windsor, St. Mary's College and the Technical College at Halifax, I think that at least we in Newfoundland by a united effort ought to have one for 250,000 people. Again New Brunswick with 350,000 people has at least three; namely, the University of New Brunswick, the University of St. John's, and St. Joseph's College, Memramcook.

The normal college department of the University would, I presume, be practically supported by government funds; the science department mostly by public funds, and we already have a scientist in the employ of the government who could be a member of the staff of this department; and then the Arts Department of the University would not cost very much in the beginning, as for very little additional money we could get some of the lecturing work required from the present

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thing Newfoundland more sorely needs than any other, it is that type of education which will give to her fishermen the benefits of scientific information that an opportunity be given to the humblest of her children to get a collegiate education if they have the brains and the ability. To-day the well-to-do man can send his son abroad and get the benefit of a collegiate or university education, and the son of the fairly well-to-do man can also get some of those advantages which in this field he craves. But the son of the ordinary laboring man or the fisherman has very little chance whatever. This is not as it should be. Another great disadvantage in having our purpose of getting a university education is that they are being trained or educated in these countries at a very impressionable age, between 18 and 22 years of age. The fields before them, when attractive, they are gradually weaned away from their own country, and Newfoundland suffers the loss of their brains and their abilities; and, unless we do something to counteract this tendency, our country can never make that progress and advancement to which her position and resources so fully entitle her.

### Roses Which Never Fade.

Now that the strain of the war is slackening, many women who devoted long hours to close office work are returning to peace-time paths, to find that their patriotism has cost them their roses.

The puff and salve-pot are voted old-fashioned by many, who desire a more permanent complexion "in a hurry," and one which does not call for constant renewal.

So the old-fashioned art of tattooing is being called in to aid. The gentlemen with the magic needles are restoring rose-leaf complexions to cheeks wan with war-work. "Fixed" complexions are voted as serviceable and becoming that they are largely used.

But a tattooed "rose" which never fades may not always be an adornment; so girls should first try the effect of the new-old existence to repair the damage.

staffs of our colleges. Moreover, if we had such an institution, a lot of extension work could be done. The influences of the university could be brought directly to the homes of the people. For instance, one correspondent referred to the establishment of night schools as a war memorial, an idea well worth consideration, and one which could be most effectively and far more efficiently carried out under the direction of the University of Newfoundland than by any other agency. In fact, such a work is already being carried out in Nova Scotia under the direction of the Technical College at Halifax. Another added advantage would be the establishment of a University Correspondence School to help ambitious youth from the remoter districts.

The year 1919 furnishes a golden opportunity for the cause of democracy. Newfoundland has done its bit to open a new road to freedom. Our present task is to keep the road open. To achieve freedom is highly important but to know what to do with it is equally so. If we are to put into effective operation at home these ideals for which we have fought, a building such as suggested above, consecrated to the purpose outlined, is indispensable. Such a building dedicated to the practice of those ideals for which our boys battled in the deep and dark blue ocean, in the trenches of Gallipoli, the historic plains of Flanders, and the glorious fields of France, would be, I feel sure, of great benefit to the sailors and soldiers themselves, would be of untold good to the community, and to quote the words of Mr. Fisher, "It would be the means of raising the whole population of the country to a higher level of learning and culture than has hitherto been possible." I therefore, humbly suggest, and my many years of the study of our educational needs, urge the suggestion, that the war memorial take the form of a Newfoundland University where the greater minds of our youth can have ample and secure developments and where unencumbered by the bars of society, creed or race in a common endeavour, they will prepare the Colony for a greater future, and leave behind forever the arresting and narrowing influences of varied localisms.

Yours truly,  
VINCENT F. BURKE.  
Teachers College,  
Columbia University,  
New York.  
March 29, 1919.

### Market Notes.

CODFISH—Slight improvements in the foreign markets were noticeable last week, but there were not any large transactions locally, and prices have not undergone any change.

COD OIL—A better demand for Common now exists, and some sales were made for export, between dealers, last week at \$220 per ton. The demand for Refined is very indifferent and prices so low as \$2.15 per gallon.

HERRING—It is quite probable that the report of Inspector Correll who was sent to New York by the Marine and Fisheries Department to investigate the quality of herring shipped from Green Bay last fall will not praise the packers, or their methods, but of that the public will be able to judge when said reports are given out. Local prices for Scotch Pack are \$16.50 and for Splits, \$7.50.

PROVISIONS—Standard Flour will control the market for some time to come. Prices are now \$13.50 to \$14, wholesale. Ham Butt Pork is quoted at \$48 and Fat Back, \$50.61. Special Flat Beef \$47 to \$47.50. Boneless, \$42.44. Present prices of White Sugar are \$12 to \$12.50 per hundred pounds, with a possible decline of 50c. predicted for the next shipment due. There is nothing to report on Molasses.

### Kyle's Passengers.

S. S. Kyle arrived at 4 p.m. Saturday, with mails and passengers, and sailed again yesterday at daylight for North Sydney direct. She took the following outgoing passengers: Miss Rose-Volsey, Dr. Knowlton, M. McLeod, A. H. Rettersson, W. D. Martin, A. B. Morris, G. B. Darby, R. W. Byde, L. E. R. W. Mrs. L. Brown, W. H. Burroughs, H. L. Tessler, R. G. Descamp, G. Critchell, H. Seneca.

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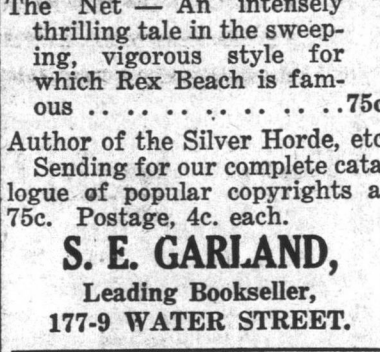
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