

ON EDUCATION.

The meaning of the term education is a restricted sense it means the development of all the powers of the mind into young minds at the earliest possible moment. The principles by which the memory is strengthened, the judgment trained, the reasoning powers developed.

The man was found on the edge of a state of savagery to a state of civilization. The story of the development of the mind is the story of the struggle against the elements of nature for the emancipation of the mental powers, against forces which would keep him in ignorance and superstition, for that freedom of the mind and for the realization of his self, which he has in a measure.

One of the most discouraging factors in the coming generation is the more intellectual life. The man who is seeking to see their hopes shattered, their plans unrealized, and their ideas treated with indifference and with disdain because of the age of the people whom they are to serve.

One does not have to seek far to find men willing to denounce mental development, and even to make it a synonym of all the miseries and evils which are prevalent in the world. Such an attitude is a sure indication that the contender is unacquainted with the history of the race. He never stopped to think of the benefits of which he himself is enjoying. It would be vain in an article of this kind to outline the comforts of mind and body which have accumulated because of the development of knowledge, nor the incentives to invention and discovery which have resulted from the progress of learning. A few facts are enough to prompt man to seek for the over unexplored seas.

Does one have to seek for the progress of the laying of thousands of miles of railroad over which mighty engines thunder at the rate of a mile a minute and over?

Is it that you can in a few seconds flash word through a small line of communication? Men have gone to the caverns of the earth, have soared miles into the atmosphere. They have in their submarines explored the fishes of the sea. There are the astounding revelations concerning the firmament above. We have been emancipated from superstition and error because of the efforts and the relentless zeal and devotion to the advancement of learning and the diffusion of knowledge.

Whatever powers of freedom we have, whatever comfort men derive from divine assurances, whatever to make life interesting and exciting had their beginnings in the dim and distant past when men took a feather and state their opinion, their observation and belief on a piece of papyrus or parchment.

I have showed that we are indebted to knowledge in one form or another for all the mental, moral and mechanical accomplishments down to the present time. On the other hand the backward countries, those that have contributed nil for the comfort and enlightenment of the human race, are the most illiterate. Brazil is 90 per cent. illiterate and nearly all the countries of South America have their share of illiteracy. Russia and Spain and the coloured races of Africa have contributed only in proportion to their mental attainments to the sum of human achievements. Newfoundland has been in the class with Russia and Spain in the past, but our people are getting alive to their responsibilities and let us hope that in the near future the problem of the extension of knowledge will be second to none in the minds of all right-thinking, honest and far-sighted men.

Suppose the accumulations of knowledge of all the centuries were to be suddenly destroyed, what pen is there that could depict the chaotic condition of affairs? Men and women everywhere would be affected to an extent that cannot be realized. There are those who claim that education and the place where its foundations are laid have no interest for them. They are now of middle age, they have succeeded so far in life without spending any time at school and are quite willing to terminate their existence in the same condition. That is about the most self-centred view of things anyone could take. It betrays those individuals' crooked and distorted vision. Have we attained to any higher mode of life during the last hundred years? What difference is there between the thoughts and ambitions of present-day people and those who lived 1,000, 5,000, 25,000 years ago? The story of these years is an unyielding, never-say-die determination to burst the chains which bound the mental and moral faculties and to live a broader and more comprehensive life. Where knowledge and enlightenment have not yet penetrated to the dark and dim corners of the earth, natives are feasting on their fellowmen and priding themselves on the number of scalp-locks they have in their possession.

Let me bring the analogy nearer home. This country is languishing for leaders—men of integrity, foresight and capacity. The interests of our country have been destroyed again and again through the base desires of politicians, and the masses have been beguiled into supporting the motives of wily and elusive platform men whose only air has been personal financial gain. The men who make our laws, who safeguard our interests, who export our products, and import our needs are drawn from the common ranks. A stream cannot rise higher than its source. If the brain is not developed, the memory not trained, the judgment not matured and the ability to meet and combat unexpected situations and crises created, is it to be wondered at that some of our representatives are hardly more than sphinxes in the realm of legislation? Newfoundland must be rescued from incompetence and inefficiency and in order to do this men must be raised

up who are as fearless as the dawn, as impartial as the sun and as unflinching in the administration of justice as time in its relentless course.

Many people regard the problem of Education as beyond their domain of interest. They look upon it as a thing to be dealt with apart from all other matters by people who have some connection with this limitless subject.

But we are found on this planet whether we wish to be here or not and the thoughts and abuses of any human mortal affect all his brethren in a more or less degree.

It is said that a pebble dropped in the Atlantic will cause a disturbance, microscopic though it may be, in the whole ocean. And so a thought from an individual will affect the whole ocean of humanity. The national security which we enjoy, the individual peace and safety which is ours by inheritance, the comforting meditations on the possibilities of an interminable future are all due to education in a broad and noble sense of the term.

There was a time when the acquisition of knowledge was the privileged lot of the few, and the education of the masses was of little or no concern. The value of human life was then of no consequence. Men, women and children were hung on the gibbet

for appropriating even a small loaf to keep themselves from starvation. Such a condition of affairs is within living memory. Today the human mind is inclined to recoil in horror from the taking of life even for capital offence. Modern investigations of some criminals have proved that they are not, in a good many cases, responsible for their actions. A new and permanent and priceless value has come to be placed on human life. The conservation of vegetable life, of animal and bird life is receiving the same attention in proportion to their value. All are due to the spread of thought and to refined knowledge.

The basis of all progress and reform is education. In its most comprehensive sense it has proven itself to be the ladder by which nations have climbed out of thralldom and superstition to light and liberty. The amount of knowledge disseminated is proportionate to the amount of money, time and effort spent in its dissemination and of course to this is traceable the large percentage of illiteracy obtaining in this land. The Roman Empire collapsed before the onslaughts of the barbarians because there was no effort made by the State to educate the people to a common aim and purpose. All progressive countries recognize at the present time that there are bountiful returns from the money spent for educational purposes. To withhold the means and opportunity for securing knowledge from the people is to seal the destruction of that Government or bureaucracy which does so.

Again, it is the height of folly to expect a man to cast an intelligent vote until he can read and write. Hear the verdict of H. G. Wells on this point. "It is not by setting up polling booths, but by setting up schools and making literature and knowledge and news universally accessible that the way is opened from servitude and confusion to that willingly co-operative state which is the modern ideal. Until a man has education, a vote is a useless and dangerous thing for him to possess."

All great accomplishments, whether in the community, the domination of the Empire, of a worth-while nature have called for large effort. Interest, work and time have been the three principal factors involved. Men have risen to overcome difficulties, to sink petty differences, to forget meaningless quarrels and to meet the situation as a body. The time is now opportune for men of this class—men of calibre and vision. Of course there is always the lament and wailing of the penitents to be heard. "It will never be done" is their cry and a man or a woman with a spirit of that kind works untold injury to a thing dependent on public effort and individual thought. Nevertheless there is a growing body of belief in our land that the best means are not provided to ensure that the youth of the country be educated so as to compete with those of other lands. Illiteracy must be eradicated and this can only be brought about by recasting our educational institutions, placing them on a broader basis so be directed and new governed by the State. In this new state of affairs gentle pressure would have to be brought to bear on those falling to comply with a law that ought to be placed on the Statute Book. Elementary education should be compulsory. —COR.

St. John's, Aug. 31, 1925.



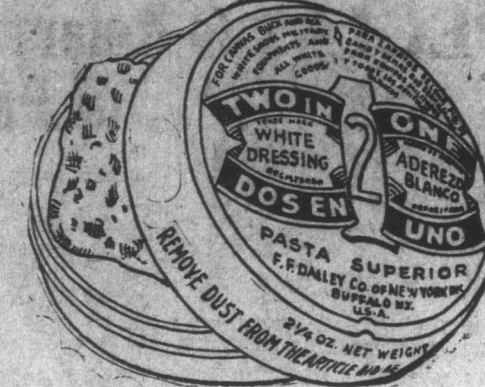
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Austrian General Dies in Germany

FELD MARSHAL VON HOETZEN-DORF PASSES AT THE AGE OF SEVENTY-THREE.

VIENNA, Aug. 26. (A.P.)—Field-Marshal Baron Franz Conrad von Hotzendorf, chief of staff of the Austrian armies in the world war and later commander-in-chief on the Italian front, died to-day at Mergentheim, in Wurtemberg, Germany.

Franz Conrad von Hotzendorf, born in Pönsing, a suburb of Vienna, November 11, 1852, was chief of staff of the Austrian armies when the world war began.

In the first months of the war he commanded the Austrian forces on the Russian front, but lost prestige owing to the Russian victories in the early months of the conflict. In 1915 he was credited with having planned the strategic preparations for the Austro-German attack which swept Galicia virtually clear of the Russian forces. He was promoted in rank for the capture of Lemberg in that campaign.

When Italy entered the conflict he was given command of Austria's forces on the Italian front. He served that front until July, 1918, when successive failures led to his replacement by Field-Marshal von Koeves.



WALT MASON

GARDENERS' LUCK.

A hundred gardeners I've known, and they were always sad; they uttered grievous sigh and moan, when other folks were glad. They see how cruel nature is, how bitter her decree, and so they often cry, "Gee whizz," and sometimes "Hully chee!" Is there a flower of splendid hue that scents the passing breeze? Be sure its death is shortly due from some uncouth disease. The gardeners, they nobly strive by methods safe and sane to keep such lovely things alive, but all their toil is vain. The worthless weeds will grow apace, and bloom, and not half try; but all the lilies on the place will shrivel up and die. The gardeners, they see these things, they see the bright things fall, struck down by noxious bugs with wings, or other bugs that crawl. They see the pestilence and blight at work forever more, decay is always in their sight, and so they're sad and sore. It is a ghastly thing to plant a rosebush by the gate, and guard it like a loving aunt, from an untimely fate; to see it growing, strong and bold, a solace to the eye, and then develop greenish mold, and wilt away and die. The gardeners, they have to fight for everything they grow, they have to scrap with bugs and blight, and every sort of foe. They are not men of quips and jests, they speak in joyless terms, for they are always chasing pests, including slugs and worms. I say "Good-morrow" as they pass, with hoes and pruning knives, and they reply, "All flesh is grass and nothing good survives."

Strike Leaders to be Deported

MELBOURNE, Australia, Aug. 27.—Deportation summonses are being issued against four persons connected with the seamen's strike. British shipping to the amount of 282,000 tons is now lying idle in Australian ports. The Governments of Tasmania, Victoria and South Australia in reply to a request by Premier Bruce have promised to take the necessary steps to protect seamen remaining loyal to their agreements. South Australia and Tasmania have Labor Governments.

Legislation passed at the last session of the Australian Parliament amended the Immigration Act so that the State was empowered to deport persons causing labor trouble if they were not of Australian birth. A commission was to be appointed under the legislation to hear the evidence of persons whom it was thought should be deported so that they could state their defence clearly. The commission was to have the final decision. Recent cables announced that the commissioners had not yet been appointed.

A coat model of velvet for evening has a set-in sleeve, is lined with tinsel brocade and trimmed with fur.

The sheath, the flared frock, and the short-waisted bouffant style are all good for the gayer hours.

The college girl will want a wool dress in one of the brighter shades, with gray stripes or a bold plaid.

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The fall ensemble may have a dress of light-weight wool with which the coat may also be lined.

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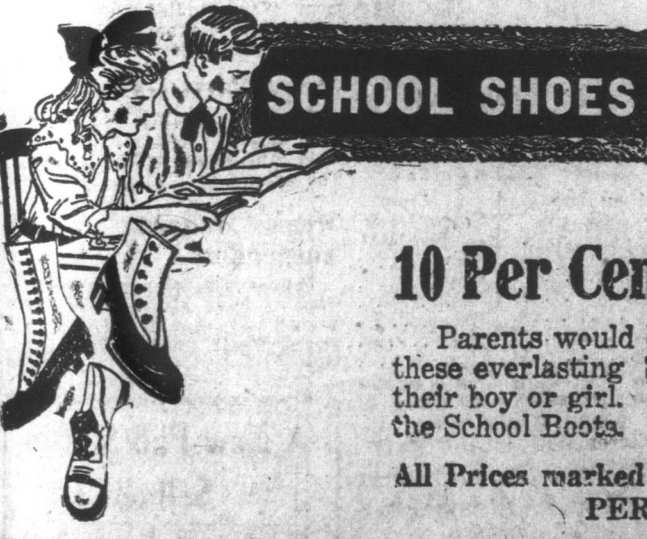
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