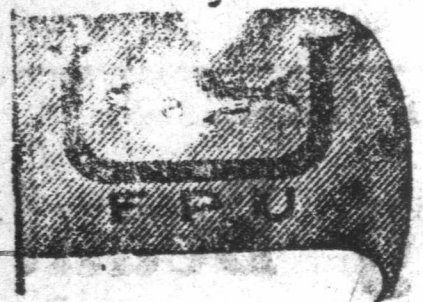


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(To Every Man His Own.)

The Mail and Advocate

Issued every day from the office of publication, 167 Water Street, St. John's, Newfoundland, Union Publishing Co. Ltd., Proprietors.
Editor and Business Manager
JOHN J. ST. JOHN

ST. JOHN'S, N.F.L.D., JAN 19th., 1916.

PATSY'S BLACK LIE

THE HERALD on Saturday last made the same charge against President Coaker, that The Star did last July, when it claimed he sold flour at \$2.00 per barrel profit. This is a deliberate falsehood, as the following sale note will prove:—

St. John's, N.F.,
January 27th, 1915.
Sale contract from Steer Brothers to the Fishermen's Union Trading Co.
Sold to the Fishermen's Union Trading Co. per W. F. Coaker, 2000 barrels of Purify flour at \$8.00 per barrel net, duty paid, 2 months note, adding interest. Storage and insurance free to April 1st.
(Sgd.) STEER BROS.
W. F. Coaker,
pro Fishermen's Union Trading Co. Ltd.

This flour was purchased, as can be seen from the above bill of sale, for \$8.00 per barrel; and adding the cost of interest, which amounted to 12 cents per barrel, with cartage of three cents per barrel, made the flour \$8.15 per barrel, which was sold by the F.P.U. for \$8.25.

This makes the profit on this flour fall a long way short of the \$2.00 that HONOURABLE McGrath said Mr. Coaker made on each barrel.

It is indeed amusing to see the once "great Editor" of The Herald nowadays relying on editorial matter from other papers to help him out of a sorry mess his indiscreet utterances have landed him. The next time HONOURABLE McGrath attempts to prove Coaker worse than the Water Street Graballs he should first be sure of his facts and then if he is right go ahead.

The success which has attended the business of the Trading Company the past three years is the best proof that the right goods are sold to the fishermen toilers at the right prices, and let us say right here that there is a considerable difference in the prices between the F.P.U. and the City merchants.

Some men are mean enough for anything, but when a man posing as a journalist—an HONOURABLE one at that—makes a deliberate charge which he knows is not

correct, that man is justly deserving of nothing but contempt from every right thinking man.

NEUTRAL GOODS FOR GERMANY

UNITED STATES exports to neutral countries surrounding Germany for the ten months to October, 1915, confirm the impression that Germany is still getting large quantities of foodstuffs and other commodities from overseas. Supplementing figures of Dutch trade with Germany for the same period of ten months, the American figures are highly suggestive of actual blockade-running through the neutral countries of Northern Europe. The statement explains itself:—

First Ten Months of	1914	1915
Exported to		
Denmark	\$20,862,000	\$ 62,754,000
Netherlands	81,221,000	126,846,000
Norway	12,817,000	37,334,000
Sweden	15,503,000	72,840,000
	\$130,403,000	\$299,774,000

Part of this increase is undoubtedly due to the changed currents of legitimate neutral trade. Before the war Germany was the chief supplier of many classes of goods to the four neutral countries, and the Allied countries also were large suppliers. Since the war, however, export of many classes of commodities from Germany has ceased. There has been a marvellous diversion of British and French industry to war purposes. The neutrals have turned to the United States for the supplies they imported formerly through the present chief belligerents. But while that is true, there is also the certainty that much of the supplies sent from the United States to these destinations, in reality finds its way into Germany direct, or replaces domestic commodities sent to Germany. The main effect is the same.

It is singular that while American exports to Germany and Austria-Hungary fell away \$157,000,000 in the ten months' period, the increase in exports to the four neutrals should have been \$160,000,000, or practically an equivalent gain. Has the \$160,000,000 of imports thus apparently dropped by Germany direct merely been differently routed through the neutrals? This could hardly be so, completely, at any rate, shipments of contraband very strictly, even when consigned apparently to neutrals.

The immense increases in the shipment of foodstuffs and other supplies by Holland cause uneasiness concerning the extent of the British blockade of Germany. The latter country cannot export goods, however, over the seas, and even if it does get enough sustenance through neutrals to exist, its economic life surely wears to a very low degree of vitality through the loss of free access to world markets.—Toronto Mail and Empire.

A BEREAVED MOTHER'S PRAYER

"GOD bless them, every one, those splendid men!
The soldiers brave beneath a foreign sky.
The crippled and the wounded—all of them!
Who on the field of glory live and die."

This was her prayer; she hid the pain and tears,
Though no returning step her heart would stir,
While softly pass the quiet creeping years,
With but the whispering words to comfort her.

But angels leaning from the golden walls
Turn their gaze earthward, pitying, tender; then
This anthem, full of bliss, from Heaven falls:
"God bless them, every one, those splendid men!"
—M. Aileen Ward.

THE HARVEST OF THE SEA

INTERESTING AND USEFUL TO THE FISHERMEN OF THE COLONY

EDUCATION FOR FISHERMEN

SOME days ago we referred to an address on this subject recently given by Professor James W. Robertson, President of the Canadian Commission on Industrial Training and Technical Education; and we are now in a position to give this address in extenso. It will be remembered that Professor Robertson came to Newfoundland in September, 1910, in an advisory capacity to the Government; so this gives us an added interest in the utterances of this distinguished educator. The address was delivered to the members of the Committee on Conservation recently held in Ottawa, and we are indebted to the Department under which this Committee operates for the privilege of getting the address.

"What is the aim and main purpose of education? In many quarters its chief purpose has been regarded as the abolition of illiteracy, or the training of boys and girls to read and write and reckon. Certainly, that would be a highly inadequate explanation of what is needed and what real education must do for boys and girls and the community. How would this do as a brief statement of what it should accomplish? It should fit persons for their occupations as contributing earners; it should qualify them for their duty as citizens and trustees of life; and make them ready for such opportunities as may come to them as individuals. To put it in other words—adequate education should provide series of experiences arranged in such sequence that through them boys and girls, men and women, would become intelligent, continue healthy, and develop ability and willingness to work and live agreeably and effectively, severally and in co-operation with others.

"For the most part the education of the race in all nations has been gained through the occupations followed by the people. The processes have been very slow and very costly. I do not mean costly in money spent, but in lives wasted, opportunities missed, and the hindrance of real progress towards satisfaction and happiness. "All the processes of education, whatever its form of organization, consist of series of experiences which bring about changes in individuals. The changes which are sought by intelligent teachers and leaders are those represented by the change from ignorance to intelligence, from helplessness to personal ability, and from the utter selfishness of the baby to public service for the common good. While education has been obtained through the experiences of occupation, the first form of organized education was to prepare individuals for special occupations and callings. Organized education is now being extended to serve all occupations and all classes of workers. The occupations followed have always occupied a large place in the drama of life. If all the world is a stage, then the occupation by which the player earns his living has a very large influence upon the character of the play. The severest charge brought against the modern school is that it does not provide fair play for those who are to follow the constructive and conserving occupations, such as farming, fishing, manufacturing, and housekeeping. "Complaint is sometimes made that those who seek provisions for special education for workers as such, are disposed to materialize and debase education, which should be regarded only as theoretical and scholastic preparation for life. It seems to some of us that an education planned to prepare for life without regard to

qualifications for the occupation to be followed, will fail of its purpose, whereas a formal education definitely planned to qualify individuals for occupations will thereby become the best means of preparing them for all life.

Fishing is one of the ancient and primitive occupations of mankind, and it is also one of the fundamental employments of a large proportion of the population of Canada. (It is the chief occupation of the majority of Newfoundlanders). Passing reference may be made to at least one notable man who gained qualifications for his later life through the management of a boat, the handling of a gill net, and even control of a drag seine in the Sea of Galilee. St. Peter, who became the pre-eminent fisher of men, was first a fisherman as a contributor earner in his community. The occupation has always been followed by hardy, courageous, intelligent and adventurous men,—perhaps it is to be credited with the development of these qualities. The question now is,—whether the conditions of such WORTHY MEN cannot be greatly improved, their powers enlarged, and their outlook improved, by education directed especially to qualify them to follow their occupation in the very best way.

"The economic importance of the question is revealed by the fact that the annual value of the fisheries of Canada is some thirty-one million to thirty-five millions of dollars. (This represents less than 15 per cent. of Canadian Export Trade, whilst our Newfoundland fisheries represent EIGHTY PER CENT. of our exports). The numbers of men employed are about eighty-four thousand, in sea fisheries, and ten thousand, in other fisheries. These represent a population of about four hundred and seventy thousand persons. (This means about one-twentieth of the total population of Canada; whilst fully 80 per cent. of our population are engaged either directly, or indirectly in fishing). The value of education to them is to be measured by its effect on their standards of life and the satisfactions which they derive from their activities as well as by the profits which accrue to themselves and to the country from their industry.

"Good work has been done in recent years by the Department of Marine and Fisheries, having definite and important educational values. The provision of better means of transporting fresh fish in good condition to the large centres of consumption, the information and illustrations of good cooking have increased the demand, and thus tended to better the price and enlarge the consumption. (What has our Department of Marine and Fisheries accomplished? Nothing; absolutely nothing. It has even abolished the only intelligent organization we ever had in the Colony for dealing with fishery problems).

"Inspection, which helps to standardize packages, has both a commercial value and an educational influence upon those who are connected with the occupation. (What are we doing in this line? Nothing, beyond an annual makeshift performance by incompetent people). This is all good work and in the right direction; and it has been comparatively easy to do. It has had to deal with only a few people and these usually all willing and anxious to have such things done.

"On the other hand, and at the other end of the business (the fishermen's end) great losses are still caused by careless handling of the fish, imperfect curing, and unsuitable packing. As instances of the result of such methods, it may be mentioned, that whereas Norwegian mackerel sell for \$15 per barrel, Canadian mackerel, as good when first taken out of the water, sell for about \$6 per barrel. Scotch herring are in demand from \$10 to \$15 per barrel, when Canadian herring are selling for \$3 to \$4 per barrel. (This is

especially applicable to us, as we have the choicest herring in the world; yet our product fetches prices similar to the Canadian pack). The Norwegian and Scotch fishermen have had opportunities for PRACTICAL TRAINING; in other words, for education for their occupations, whereas the Canadian fishermen have been left to follow antiquated methods. (How true this is of Newfoundland?)

"They need, and would readily accept and profit (so would our fishermen) by such forms of education as would develop intelligence, ability, and co-operating zeal in carrying out the processes connected with all these parts of their business. . . . There is coming into definite view a recognition by fishermen of a need for change in their methods. They, more than most men, are slow of heart to believe in new methods and are instinctively suspicious of the theoretical (as they think impractical) and educated leader. The problem now is,—how to catch the fishermen in this net of recognition and of personal interest. The educators, as fishers of men, must use some suitable bait; and it must take the form of something the fishermen can see as being directly for their good, something in the nature of a practical demonstration which will win their interest and secure their acceptance. It must also have as its spirit something they can feel as touching their interests, the prospects for their children, and their future welfare. In brief, it must be carried on for them by enthusiastic young men who believe they have in that field of service a mission worth while, a great cause to advance.

"Here we say, with pardonable pride, that the Fishermen's Protective Union was established by Mr. W. F. Coaker with this as its *raison d'être*; and its policy is motivated solely by the desire to help the fishermen of Newfoundland. In the few brief years of its existence, it has accomplished a great deal; but we have, as yet merely set our foot on the threshold of the activities which we have outlined. These will assume a phase of actuality in the near future: we simply need the hearty co-operation of the toilers to bring them to a successful issue.)

"We can learn a good deal from other countries have done. The Netherlands have eight schools for fishermen and two school ships (and Holland has a comparatively small fishery). The classes are attended by young lads from ten or twelve years of age, and by men who have had years of experience at their jobs. France has eight special schools for fishermen and fish culture in four hundred elementary schools around its coasts. England has fifteen schools for fishermen, whose courses are chiefly directed to provide instruction in Navigation and the handling of the gear of fishing boats. (The C.H.E. in this country has practically banished Navigation from our schools!) The institution at Piel, near Barrow-in-Furness, provides special short courses for selected fishermen. Each course lasts for a fortnight; and the Education Committees of the County Councils grant to each fisherman who attends a bonus of \$25. (Our C.H.E. gives premiums in outport schools for Latin Rudiments—save the mark!) Such men, when they go back to their localities, become centres of influence among their fellows. A somewhat similar course is provided in Scotland in one or two centres. Selected fishermen attend such courses for one week only. They receive a scholarship sufficient to pay their travelling expenses and \$5. They also exercise a very direct influence and a very helpful one in the fishing community when they return.

"Japan leads all other nations in the provision it has made for the training of fishermen. It has two central institutions attended by some five hundred to six hundred students annually. Each has a three-year course; and the graduates take places afterwards in directing and developing the fisheries of Japan and the different areas where the ships go. Perhaps that fact explains the very large share which the Japanese have captured of the halibut and other fisheries of the Pacific Coast.

"Our plan must be to train the more intelligent young fishermen as instructors of others; and our methods must be of such a nature that the interest is gained, they will soon find means of aiding all the rest in the matter of equipment.

"How shall we go about it in Canada? I would suggest that, in the first place, the Government undertake the publication of suitable bulletins freely illustrated and very simply worded. In the second place, that the Government should provide demonstrations by means of travelling instructors at suitable centres. At these short courses, suitable for selected leaders from all fishing localities should be provided. In addition to these provisions, courses in nature study, having to do with the fisheries, should be provided in all public schools in fishing communities. Then in the organization of fish hatcheries and management of them, provision should be made for the training of men in that special branch of service. And, finally, winter schools should be provided wherever ten or twelve persons could be got to attend, each with courses for young fishermen (a) in fishery subjects, and (b) in navigation and boat machinery. It should not be beyond our capacity to provide such opportunities by the heavy co-operation of the Department of Fisheries, Provincial Departments of Education, bodies of public-spirited citizens, and trustees of public schools concerned. All that could be done in this direction would accrue to the national welfare through the conservation of the fisheries themselves and, best of all, through the improvement of the conditions and the betterment of the outlook of the fishermen and their families."

Now we ask: What of Newfoundland?

Let us premise the answer with an incontrovertible statement:

Since assuming the reins of Government Morris has SQUANDERED A QUARTER OF A MILLION in chasing rainbows. This sum would have inaugurated a system of fishery instruction for our schools, and would have been the means of helping numbers of intelligent young lads who are now possibly pulling the forlorn oar in a dory on the Banks, or doing similar drudgery on the Labrador coast. The Council of Higher Education has, as we have already stated, actually banished Navigation from the school curriculum. It is quite true that the subject appears on the C.H.E. Syllabus; but that's all that one hears of it. We venture to say that within the period of this Institution's existence, no pupil has ever made a success at a sea-faring life from the knowledge acquired in any school in which this monstrosity obtains. It was not so formerly; and we know that some of the older teachers prepared numbers of young men in the outports, who later secured certificates from Mr. Doyle's Nautical Academy.

If just a fraction of the money squandered by Morris in providing soft snaps for so-called Agricultural Commissioners and the subsidizing of hen exhibitions, had been spent in providing vocational education for our young men, we should have some practical results. Our young lads are intelligent, capable, and willing to learn; but they have been denied their lawful heritage in consequence of the Tommy-Rot that is now being handed out to them in the outport schools. It is time that this grand farce should end; and end it will, when the present body of political incapables are sent back to the counter or the office desk where they were drawing Micawber salaries. We shall return to this subject shortly, and we shall have a constructive programme to offer which we hope will receive the approbation of every reader who has the welfare of the Country at heart.

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If just a fraction of the money squandered by Morris in providing soft snaps for so-called Agricultural Commissioners and the subsidizing of hen exhibitions, had been spent in providing vocational education for our young men, we should have some practical results. Our young lads are intelligent, capable, and willing to learn; but they have been denied their lawful heritage in consequence of the Tommy-Rot that is now being handed out to them in the outport schools. It is time that this grand farce should end; and end it will, when the present body of political incapables are sent back to the counter or the office desk where they were drawing Micawber salaries. We shall return to this subject shortly, and we shall have a constructive programme to offer which we hope will receive the approbation of every reader who has the welfare of the Country at heart.

"Our plan must be to train the more intelligent young fishermen as instructors of others; and our methods must be of such a nature that the interest is gained, they will soon find means of aiding all the rest in the matter of equipment.

"How shall we go about it in Canada? I would suggest that, in the first place, the Government undertake the publication of suitable bulletins freely illustrated and very simply worded. In the second place, that the Government should provide demonstrations by means of travelling instructors at suitable centres. At these short courses, suitable for selected leaders from all fishing localities should be provided. In addition to these provisions, courses in nature study, having to do with the fisheries, should be provided in all public schools in fishing communities. Then in the organization of fish hatcheries and management of them, provision should be made for the training of men in that special branch of service. And, finally, winter schools should be provided wherever ten or twelve persons could be got to attend, each with courses for young fishermen (a) in fishery subjects, and (b) in navigation and boat machinery. It should not be beyond our capacity to provide such opportunities by the heavy co-operation of the Department of Fisheries, Provincial Departments of Education, bodies of public-spirited citizens, and trustees of public schools concerned. All that could be done in this direction would accrue to the national welfare through the conservation of the fisheries themselves and, best of all, through the improvement of the conditions and the betterment of the outlook of the fishermen and their families."

Now we ask: What of Newfoundland?

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