

REPORT OF THE R. C. SCHOOL DELEGATION TO THE ST. LOUIS EXPOSITION.

Translated from the French by T. M. Reynolds.

To the Members of the Montreal Catholic School Commission.

Gentlemen:

We have the honor to make our report to you on our visit to the St. Louis World's Exposition.

THE CITY OF ST. LOUIS.

The city of St. Louis is the largest city west of the Mississippi, and the fourth largest in the United States in population.

In the year 1800 it had scarcely 1000 inhabitants; the census of 1900 showed it to have 575,238, to-day it has a population of 800,000.

The city was founded on the 15th of February, 1764, by Pierre Li-gueste Laclede, in the reign of Louis XV., King of France. In 1765 it was made the capital of Upper Louisiana with St. Ange de Belleve as Governor.

Founded by Frenchmen, we everywhere find traces of the hardy pioneers who explored those regions. A great number of French names are still preserved, and conspicuous among them appear such honorable names as Laclede, Joliet and De La Salle.

The first Catholic Church was built in 1770. To-day there is a Cathedral and forty Catholic churches.

The city occupies an extent of 62 1/2 square miles, or 40,000 acres, and follows the side of the river to an extent of 21 miles.

ST. LOUIS EXPOSITION.

The World's Exposition of 1904 is officially known by the name of the "Louisiana Purchase Exposition."

One hundred years ago, President Jefferson purchased the region of Louisiana from Bonaparte, First Consul of the French Republic, for the sum of \$15,000,000. The transfer took place on the 9th of March 1804. To-day this immense extent of ground is divided into 14 states or territories, and has a population of 15,000,000 inhabitants.

EXPOSITION GROUNDS.

The Exposition grounds are 1 1/2 miles long, one mile wide, and cover an area of 1240 acres.

EXPOSITION BUILDINGS.

The Exposition buildings, which resemble white marble, are in the Renaissance style, and the buildings of foreign countries are often but reproductions of well-known buildings. Thus France reproduces the Grand Trianon of Versailles; England, the Kensington Palace in London; Belgium, the Antwerp City Hall.

THE EDUCATION BUILDING.

For the first time, public instruction was given the place of honor, and the scholastic exhibits were installed in a special building well to the front, and covering an extent of five acres.

THE SCHOLASTIC EXHIBITION.

In every scholastic exhibition, as in every ordinary examination, or competition, there is an extremely important part which is never seen: the education part properly so called. The results of instruction are visible and tangible, but the results of education are invisible and intangible.

It naturally follows that the teacher who has spent all his time exclusively in preparing visible school work, will obtain a much greater apparent result than he who devotes an allotted time to imparting lessons in morality, to rooting out precocious vice, and encouraging the growth of incipient virtues.

It is therefore, impossible to show by an exhibition, what has been the moulding of the heart, the training of the will, or the acquisition of those virtues essential to the formation of good citizens, acquisitions which constitute the happiness of a people. Happily we can do without this information, because on the grounds of regular conduct and morality, we have no reason to envy any other people.

Nevertheless, it does not follow that an exhibition is without usefulness. The comparison of methods, the difference between various systems, and the greater or less importance attached to the teaching of a particular branch, are all of a nature to interest and instruct the visitor.

It is in this way, says Mr. Howard J. Rogers, chief of the St. Louis Exposition department, that the Crystal Palace in London, in 1851, brought about the establishment of the School of Industrial Arts at the South Kensington Museum; the Cen-

tennial Exhibition of 1876 was the cause of the introduction of manual work in the schools of the United States; the reorganization of primary instruction in France was the result of the Paris Exhibition of 1878; the rapid increase in the teaching of manual work and industrial art was due to the Chicago Exhibition of 1893; and the Paris Exhibition of 1900 was the determining cause of the resolution taken by the French Government to send, every year, to the United States a certain number of pupils to study those industrial and commercial methods which constitute the wealth of a country. Moreover, by special instruction, every nation is continually putting forth unceasing efforts, if not to obtain the supremacy, at least to occupy an honorable standing in the industrial and commercial world.

EXPOSITION OF THE CITY OF ST. LOUIS.

The Exposition of the city of St. Louis itself was the one which attracted most our attention, and the one to which we devoted most time. The hall containing the objects exposed was 140 feet long by 27 feet wide.

The facade was composed of colored glass, painted by the school mistresses or by the most advanced pupils, and representing historic scenes and primitive methods of education among different nations.

In the inside we found again the same colored drawings, executed on paper and intended for window-glasses, carpets, oilcloths, wall-papers, hangings, crockery ware, etc., all of which shows the importance which they attach to the teaching of drawing. Pupils begin drawing in the kindergarten, and continue, during the eight years of the course, drawing in pencil, with ink, or in colors.

This branch of instruction, which is completed by the manual work executed by the pupils of the 7th and 8th years, is intended to accustom the eye to discriminate, the hand to perform, and to impart to the pupils habits of attention, order, accuracy and perseverance; to increase their dexterity, exercise their judgment and skill, and, finally, to develop their taste and sense of form.

Drawing is also found in the various compositions of the pupils, even in the most elementary classes. Suppose, for instance, one puts a question in arithmetic, such as the following: "How many do one apple and two apples make?" The pupil writes down the data, then draws the picture of one apple at one side, and of two apples on the other side. Answer, "one apple and two apples are three apples." And pictures of the three apples are again drawn in a group. It is easy to understand that this system cannot be applied to all kinds of problems, but we find it in the working of fractions and in other subjects. Literary compositions, compositions in geography and history are also illustrated in the same manner.

The work of the pupils is placed on shelves making a volume for each class. Above these shelves are cupboards, or closets, to the number of twenty-eight. These closets contain upright, movable sheets to each of which are attached four samples of work from each subject taught. These samples are selected from the best performed work.

Vertical writing is in use in all the schools and affords very satisfactory results.

Pupils begin to write letters in the second year, and in the third to write compositions. Before reaching the 8th year the only book they have is a reading book.

FREE EDUCATION.

There is no charge made in the way of monthly fees for tuition; the common schools and the high schools are absolutely free. Formerly text books were given to indigent pupils only, but from September, 1903, all class requisites were provided free of cost.

CO-EDUCATION.

The schools are mixed, that is to say, boys and girls occupy the same class-rooms in the kindergarten, in the primary schools, in the high schools and in the Universities. They are separated only during the recreation.

Happily this system, which has many opponents, is beginning to fall into disfavor. Here is what President Hall, of Clarke University, says



on this subject in a lecture delivered before the High Schools' Association of Chicago. He is not only in favor of having a larger number of men employed in the teaching of boys, but he is absolutely opposed to the principle of co-education. The result of this common education is to give a common character to both sexes. It makes girls boyish, and the boys girlish-masculinizes the girls and feminizes the boys-and inevitably leads to race degeneracy.

THE WYMAN SCHOOL.

In the Exhibition Hall at St. Louis there was exposed on a table a reproduction in plaster of the Wyman school. As this was the most recently built school in the city, the most beautiful, and the best equipped, we went to see it.

On arriving at Tressa street, the edifice appeared in view in all its immense grandeur. After having passed the malleable iron fence, with posts of rough granite, we reached the building by going up three terraces covered with verdure and flowers. Going in by the principal door, the corridor is suddenly blocked by a partition, and the public is obliged to go up to the first floor by two stairways placed one on each side.

The class-rooms are all on the front side of the building, and the part on the yard side is an immense corridor twenty feet wide. The central corridor, with class-rooms on both sides, seems to have been systematically abandoned.

The glass surface of the windows is equal to a fourth of the floor surface, whilst our regulations require only a sixth. The windows are placed three feet six inches from the floor and go up to within six inches of the ceiling.

The class-rooms are capable of seating 60 pupils, each with his own desk, and are large enough to give 200 cubic feet of air to each pupil whilst the law here requires only 150 cubic feet.

The blackboards are of slate and there is a cupboard in the wall in each class-room. The glass-pannelled doors opening on the corridors are very wide, covered in black leather with copper plaques along the bottom and on the left hand side.

The floor of the corridor is bordered with marble, and the wainscoting is of burlap dado. The stairways are of iron and the steps are of asphalt. There is a large hall for the pupils of the kindergarten, another for gymnastic exercises, and a third for various other uses.

The system of heating and ventilation combined is perfect. By means of this system every pupil receives 30 cubic feet of fresh air per minute, the effect of which is to completely renew the air of each class-room every seven minutes. The system of heating is provided with a smoke-consummer.

The walls and ceiling of the basement are whitened in water colors.

The water-closets and slate urinals are provided with an automatic regulator which allows a sufficient quantity of water to fall every fifteen minutes.

WEAK TIRED WOMEN

How many women there are that get no refreshment from sleep. They wake in the morning and feel tired than when they went to bed.

They have a dizzy sensation in the head, the heart palpitates; they are irritable and nervous, weak and worn out, and the lightest household duties during the day seem to be a drag and a burden.

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The two yards are sufficiently large and are paved in hard brick.

One thousand pupils are in attendance at this school, and there are twenty-two female teachers under the direction of Mr. J. B. Hall, Principal.

ADMINISTRATION OF SCHOOLS.

The School Commission of the city of St. Louis is composed of twelve members who give their services without any salary or compensation whatever. Each member is elected for a term of six years. Four members retire every two years and are replaced by the election of others. Vacancies occurring on the Board by resignation are filled by the Mayor of the city.

FINANCES.

The total revenue of the Commission for 1902-03 was \$2,229,518.68. The amount of collectable tax was limited to four mills on the dollar, but, as this amount was insufficient to maintain the schools and build new ones, the Commission was authorized, in November, 1902, to raise a tax not to surpass six mills on the dollar.

SCHOOLS.

There are at present 129 school buildings in the city. There are only 92 school buildings, because in certain places there are several buildings grouped together and forming only one school.

Formerly the schools of St. Louis were three stories high, with four class-rooms on each story, the class-rooms being separated by a corridor. To-day the schools are only two stories high with eighteen class-rooms and a kindergarten hall. A school of this kind can accommodate 1000 children, and this is the maximum number which the Commission has fixed for each school.

MALE AND FEMALE TEACHERS.

There are 1795 male and female teachers in the schools of St. Louis. All appointments are made by the local Superintendent and ratified or rejected by the Commission. The male and female teachers, as well as the substituting teachers, are first appointed on probation, and receive their permanent appointment only when they have given proof of their competency and effectiveness.

CLASS HOURS.

The class hours are from 9 to 12 in the morning with a recess of 15 minutes, and in the afternoon from 10 minutes past one to 25 minutes past 3.

The schools open on the first Monday of September and continue in operation for forty weeks. The semi-annual holiday begins on the eve of Christmas and finishes on the day after New Year's. The summer vacation begins about the middle of June and lasts from ten to eleven weeks.

(Continued on Page 7.)

DRUGS

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Furrow's..... 75c
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Dr. Chase's K. L. Pills..... 75c
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N. Y. Electric Tonic..... 75c
Dr. Hammond's Nerve Pills..... 1.00

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SYNOPSIS OF CANADIAN NORTH-WEST HOMESTEAD REGULATIONS.

ANY even numbered section of Dominion Lands in Manitoba or the Northwest Provinces, excepting 8 and 26, not reserved, may be homesteaded by any person who is the sole head of a family, or any male over 18 years of age, to the extent of one-quarter section of 160 acres, more or less.

Entry may be made personally at the local land office for the district in which the land is situated, or if the homesteader desires, he may, on application to the Minister of the Interior, Ottawa, the Commissioner of Immigration, Winnipeg, or the local agent receive authority for some one to make entry for him.

The homesteader is required to perform the conditions connected therewith under one of the following plans:
(1) At least six months' residence upon and cultivation of the land in each year for three years.
(2) If the father (or mother, if the father is deceased) of the homesteader resides upon a farm in the vicinity of the land entered for the requirements as to residence may be satisfied by such person residing with the father or mother.
(3) If the settler has his permanent residence upon farming land owned by him in the vicinity of his homestead, the requirements as to residence may be satisfied by residence upon the said land.

Six months' notice in writing should be given to the Commissioner of Dominion Lands at Ottawa of intention to apply for patent.
N.B.—Unauthorized publication of this advertisement will not be paid for.

W. W. CORY,

Deputy Minister of the Interior.

SOCIETY DIRECTORY.

ST. PATRICK'S SOCIETY—Established March 6th, 1856; incorporated 1868; revised 1840. Meets in St. Patrick's Hall, 92 St. Alexander street, first Monday of the month. Committee meets last Wednesday. Officers: Rev. Director, Rev. M. Callaghan, P.P.; President, Mr. F. J. Curran, P.P.; Vice-President, W. P. Kearney; 1st Vice-President, J. Quinn; Treasurer, W. Durack; Corresponding Secretary, W. J. Crowe; Recording Secretary, T. R. Tansy.

ST. PATRICK'S T. A. AND B. SOCIETY—Meets on the second Sunday of every month in St. Patrick's Hall, 92 St. Alexander street, at 8.30 p.m. Committee of Management meets in same hall on the first Tuesday of every month, at 9 p.m. Rev. Director, Rev. Jas. Killoran; President, J. H. Kelly; Rec. Sec., J. D'Arcy Kelly, 18 Vallee street.

ST. ANN'S T. A. & B. SOCIETY, established 1868.—Rev. Director, Rev. Father McPhail; President, D. Gallery, M.P.; Sec., J. F. Quinn, 625 St. Dominique street; treasurer, M. J. Ryan, 18 St. Augustin street. Meets on the second Sunday of every month, in St. Ann's Hall, corner Young and Ottawa streets, at 8.30 p.m.

C.M.B.A. OF CANADA, Branch 30—Organized 18th November, 1883. Branch 26 meets at St. Patrick's Hall, 92 St. Alexander street, on every Monday of each month. The regular meetings for the transaction of business are held on the 2nd and 4th Mondays of each month at 8 o'clock p.m. Officers: Spiritual Adviser, Rev. J. P. Killoran; Chancellor, W. F. Wall; President, J. M. Kennedy; 1st Vice-President, J. H. Maiden; 2nd Vice-President, J. P. Dooley; Recording Secretary, R. M. J. Dolan, 16 Overdale Ave.; Assistant Rec. Sec., W. J. Macdonald; Financial Secretary, J. J. Conigan, 325 St. Urbain street; Treasurer, J. H. Kelly; Marshal, J. Walsh; Guard, M. J. O'Regan; Trustees, T. J. Finn, W. A. Hodgson, F. J. D'Arcy, R. Gahan, T. J. Stevens; Medical Advisers, Dr. H. J. Harrison; Dr. E. J. O'Connor, Dr. G. H. Merrill.

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Report of the R. C. Delegation to the Exposition

(Translated from the French by T. M. Reynolds.)

(Continued from Page 1)

ATTENDANCE.
Instruction is not compulsory in the State of Missouri, a school is voluntary. There are 86,484 pupils in the schools; 82,459 in the schools and 4025 in the schools.

SCHOOL DISTRICTS.
The city is divided into districts, and the pupils of are not permitted to from schools of another.

SALARIES.

In each school there is a certain number of male assistant teachers, who comes immediately Principal is called "Head" and he takes the principal case of absence. In every there are a certain number teachers who, by their and indisputable merit, higher rank and salary others, and these are called Assistants."

In every large school there are three first assistants others are called second. The maximum salary of assistants is \$700, that of the Sub-Principal is \$100. Principal of a first class gives a salary of \$2400. Teachers commence with salary of \$420. At present in the public schools of 1018 second assistants, 1 assistants, 49 sub-Principal Principals and 35 female altogether 1356 incumbent.

DISCIPLINE.

The School Commission, the employment of corporal punishment, but does not encourage a thing which is left entirely to the judgment and of the Principals, who use it but never abuse it. They make use of it at all.

SCHOOL EXHIBITIONS IN CITIES.

We have also visited the States, especially those of Chicago, Philadelphia and but as all these exhibitions each other pretty much, they now would be to induce less repetition.

Everywhere we found dra abundance and very much work. The four simple arithmetic, as well as geography, were illustrated in literary compositions. Different industries were illustrated the same way. Sometimes pupils, in order to make their lessons, had recourse to pictures, or took from current reviews; but the majority the more advanced drew them themselves.

In Boston, elementary science are given in all the Pupils also make geography in relief and in colors, and very well executed. Much is also given to the teaching of elementary music. In New York civil law and every class is provided with a library of three shelves of one hundred volumes. We marked the presence of the material made use of to illustrate lectures to the city. We also found in Department of New York following table, which will not out interest.

STATE OF NEW YORK

Total Expense for Common

1850 to 1904.

Year.

1850.....\$ 1,000,000

1855.....\$ 1,500,000

1860.....\$ 2,000,000

1865.....\$ 2,500,000

1870.....\$ 3,000,000

1875.....\$ 3,500,000

1880.....\$ 4,000,000

1885.....\$ 4,500,000

1890.....\$ 5,000,000

1895.....\$ 5,500,000

1900.....\$ 6,000,000

1901.....\$ 6,100,000

1902.....\$ 6,200,000

1903.....\$ 6,300,000

The population of the State in 1900 was 7,303,337.

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