

Directory.

VISION NO. 3, meets on and third Wednesday of th. at 1868 Notre Dame St. McGill. Officers: Al- D. Gallery, M.P., Presi- McCarthy, Vice-President, Devlin, Rec.-Secretary, Ontario street, L. Brophy, John Hughes, Financial, 65 Young street; M. Chairman Standing Com- O'Donnell, Marshal.

T. A. & B. SOCIETY. 1868.-Rev. Director, Mr. Flynn. President, D. M.P.; Sec., J. F. Quinn, Dominion street; M. J. Treasurer, 18 St. Augustin street on the second Sun- day month, in St. Ann's ner Young and Ottawa t 3.30 p.m.

ADIES' AUXILIARY. Di- 5. Organized Oct. 10th, ecting are held on 1st of every month, at 4 p.m.; Thursday, at 8 p.m. Miss onovan, president; Mrs. Allen, vice-president; Miss vanaugh, recording-sec- Inspector street; Miss yle, financial-secretary; Clotilde Sparks, treasurer; her McGrath, chaplain.

CK'S SOCIETY.-Estab- arch 6th, 1856, incorpo- ed, revised 1864. Meets in ck's Hall, 92 St. Alexan- d, first Monday of the ommittees meet last Wed- Officers: Rev. Director, Callaghan, P.P. President, Justice C. J. Doherty; F. E. Devlin, M.D.; 2nd J. Curran, B.C.L.; Treas- urer, J. Green, Correspond- ary, John Kahala; Rec- rretary, T. P. Tansey.

OUNG MEN'S SOCIETY. ized 1885.-Meets in its Ottawa street, on the ay of each month, at p. Spiritual Adviser, Rev. bbe, C.S.S.R.; President, y; Treasurer, Thomas rretary, W. Whitty.

NY'S COURT, C. O. F., the second and fourth every month in their er Seignours and Notre ets. A. T. O'Connell, C. Kane, secretary.

CK'S T. A. & B. SO- Meets on the second Su- day month in St. Pat- ll, 92 St. Alexander St., ly after Vespers. Com- Management meets in the first Tuesday of every 8 p.m. Rev. Father Me- v. President; W. P. at Vice-President; Jno. et, Secretary, 716 St. An- et, St. Henri.

OF CANADA, BRANCHE nized, 13th November, ranch, 26 meets at St. Hall, 92 St. Alexander ivery Monday of each the regular meetings for the action of business are the 2nd and 4th Mondays nth, at 8 p.m. Spiritual Rev. M. Callaghan; Chan- J. Curran, B.C.L.; Pre- red, J. Sears; Recording- r, J. J. Costigan; Finan- ary, Robt. Warren; J. H. Fealey, jr.; Medi- e, Dra. H. J. Harrison, onno7 and G. H. Merrill.

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to the True Witness.

OLD-TIME REMINISCENCES.

By a Special Correspondent.

In former years I enjoyed the reading of "Handy Andy," and used to laugh at the inventions of the author, nor did I ever dream for a moment that they could have had any real foundations. Strange as it may seem, I once had the actual experience of an individual who did as exaggerated things as ever were ascribed to the crazy character above mentioned. In fact, so unexpected, and so foolish, so absolutely innocent, if not to say stupid, were the antics of this person that I am afraid, were I to relate them, just as they occurred, I would not be believed. And what is still more astonishing is the fact that the hero of these queer adventures was a Scotchman. Sandy McRae was born within a few miles of the famed home of Robby Burns. He had spent the first twenty-two years of life upon his father's farm. In 1872 he emigrated to Canada, and in Quebec he became acquainted with a fellow-countryman named Mackenzie, who was engaged for an upper Ottawa lumber firm, and who had gone to Quebec on a raft.

When Sandy first met Mackenzie, down on St. Peter street, in Quebec, he made all sorts of inquiries about the lumbering—or the shanty and raft-business. Mackenzie told him that he had just come down four hundred and fifty miles on a raft of square timber, from the place where the raft was first made at the mouth of the Mattawa.

"How much did you pay to come down?" asked Sandy. Mackenzie explained that he paid nothing; but, on the contrary, he received forty-five dollars a month and his board for coming to Quebec on the raft. Sandy thought for a moment, and then said: "If that is the way you travel on rafts in Canada, I am going to go up to that place on one."

Mackenzie took a fancy to the innocent lad, and secured him a job for the balance of the summer, on one of the Booth farms, above Ottawa. Sandy enjoyed the prospect, and above all the idea of "going to the woods" in the winter. He consequently found his way to the farm, and was soon at work, for the harvesting had just commenced. In the fall he was quite a useful man, as a good deal of ploughing had to be done, and he was a first class plough-man. So far no person noticed anything very special about Sandy. But as the winter approached he gave evidence of a terrible dread of the cold. The man soon found out the weak spot in poor Sandy's armor, and they took advantage of it to heighten his fears with terrible stories of the cold and the dangers of the Canadian winter.

At last the frost came. One day Sandy exposed himself a little too much and had the tips of his ears frost-bitten. He was afraid or ashamed to tell any person about his trouble, so he came to the very logical conclusion that whatever is frozen must be thawed out by heat. That night moans and groans and imprecations came from Sandy's room. The foreman, thinking that the man had either gone mad, or was in a fit, went up to inquire. On entering the room he was astonished to find poor Sandy, in bed room attire, dancing about the place, yelling like mad, and holding two tall candles in his hands. "In the name of Heaven, Sandy, what are you doing?" asked the astonished foreman. "I am thawing my ears," roared Sandy. He had lit the two rounds of candle, and had applied the flames to the tips of his ears, with the intention of thawing the frost out of them. Any person who has had the experience of a frost-bite and of the excruciating pains produced by heat upon the part affect-

ed, can readily conceive the tortures of Sandy McRae. It was the first, and the last time that he ever exposed his ears to the cold; and all that winter he went about with a red handkerchief tied down over his ears.

About this time they were engaging men for the woods. Sandy went to the office and asked to be hired to go up for the winter to the Duomoine limits. When asked what work he would care to do, he made reply by asking what wages they gave. The agent said that they gave from \$20 to \$30 to teamsters; \$25 to \$35 to road cutters and choppers; \$50 to \$60 to cooks; \$50 to liners; \$60 to scorers; and as high as \$80 to hewers. "I'll go up as a hewer," said Sandy. He was consequently hired and sent off at once to a shanty on the uppermost limit, where they needed a hewer at once. It was a three days' journey on foot, and when he reached there the foreman was overjoyed—because the work was going behind for lack of a good hewer. Sandy reached the shanty on a Wednesday night. Next morning the foreman called him and said: "It will take you all day today to rig up and level your broad-axe, so you may as well get to work at it. Just pick out an axe from that box there; here is a good handle; fix it up; the chore boy will turn the grinding stone for you; and you ought to have it in shape by this evening." With these instructions the foreman left Sandy to himself and went off to superintend the work outside.

Now Sandy had never seen a broad-axe in his life. He had not the faintest idea what he was going to do with that "immense cleaver," as he called it; nor could he make out why he should be given such a short little handle for such a huge blade. His experience of axes and axe-helves was of a very different sort. Any person acquainted with the square-timber trade knows that it takes an expert to "level" a broad-axe; and poor Sandy was even less than a tyro. He went at it manfully, however, and by dint of questioning the cook he succeeded in getting the handle into the axe, and in grinding an edge upon it.

When the foreman came in at noon, he asked Sandy how he was getting on. The latter said that the axe was all ready. The foreman took it up to examine it, and found that the handle was in backwards, and that the "level" of the axe was completely ruined. "Confound you," said the foreman, "is that the way you rig a broad-axe?" "To be sure, it is," said Sandy. "Did you ever handle one in your life?" "Never," said Sandy. "And why on earth did you hire to come up here as a hewer?" was the next very natural question. "Because the hewer gets the biggest wages," was Sandy's cool reply.

You can imagine the state that foreman was in. There he was, after two whole weeks of waiting, without a hewer, and obliged to send a man down—two hundred miles—to get another candidate for the position. Meanwhile the timber was being felled, lined and scored, and covered over with snow, and no person to hew it square. He was too vexed to trust himself to speak, so he quietly turned on his heel and went out to the woods. Next day he ordered Sandy to go home, and the latter went. That was his experience of shanty-life and it sufficed for him for the remainder of his days—for, as far as I am aware, he never again went back to the woods.

Archbishop Kain has been in St. Louis since 1893, when he was appointed Archbishop Coadjutor, and the prospect of his retirement from the active management of the archdiocese is a keen disappointment to the Church. In some quarters it has been proposed that a coadjutor should be appointed; but this does not meet with the approval of the Archbishop, as the process of securing the appointment is too tedious. His wish now is merely to have an assistant. This appointment can be made without calling the irremovable rectors together, and without having as consultants any of the neighboring archbishops. Archbishop Kain may simply send a name to Rome, and if it is approved, the appoint-

ment is made at once. In the event of the Archbishop's death, the assistant would lose his office, whereas the coadjutor would succeed to the office of Archbishop.

John J. Kain was born in Martinsburg W. Va., in 1841, his parents having come to this country from the County of Cork, Ireland. He completed his education at the Sulpician College, Baltimore, and was ordained in 1866. His first parish was in the diocese of Richmond, Va., where he remained until 1875, in which year he was made Bishop of Wheeling. He was coadjutor of St. Louis for two years, succeeding to the archbishopric in 1895. It has been the desire of the Archbishop to complete the handsome Cathedral in St. Louis, and since his return from the East he has canvassed the question of expediting work. The situation is such, however, that construction will probably not be resumed until 1905, or after the World's Fair. Building materials and labor are now about 50 per cent. above normal prices.

The extension of Catholicism and the increase in the number and values of churches, schools and other property belonging to the St. Louis diocese since the elevation of Archbishop Kain have been remarkable. He has been a hard worker, giving the closest personal attention to every detail, and that his health is failing under the ordeal is a surprise to no one.—The New Century.

Father and Son Converted.

Among the thirty-two candidates in the large class that received confirmation at the hands of Bishop Horstmann at St. Thomas Aquinas Church last Sunday afternoon, says the "Catholic Universe," of Cleveland, Ohio, were two whose conversion is of especial interest. They are Mr. Stephen W. Wilson, formerly rector of Grace Episcopal Church of this city, and his aged father, Mr. Wilson resigned his rectorship a few weeks ago, and on Monday of last week he and his father were received into the Church by the Rev. Richard O'Sullivan, of the Thomas Aquinas parish. Mr. Wilson has been studying Catholicity for years. It was his father who first unsettled his faith in Episcopalianism and led him to consider the claims of the Catholic Church. And it was the fear that his father, already an old man, might die without solving the problems that perplexed him that led the young clergyman to pursue his investigations unflinchingly even when he foresaw where they would lead him and what revolutionizing changes they would make in the whole plan and habit of his life. "I believed at one time," said Mr. Wilson in an interview on his conversion, "that the Episcopal Church and the Roman Catholic Church were branches of the Holy Catholic Church. The Bull of the Pope on the Anglican orders turned me from that belief or started me in that direction, and during the years that have followed I have studied the matter with the greatest earnestness and the change I have made is the result."

Notes for Farmers.

AGRICULTURAL COLLEGES.—Agricultural education was the topic discussed by Prof. Wm. H. Liggett, dean of the College and School of Agriculture of the University of Minnesota at a recent institute meeting. He referred to the passage in 1862 of the bill introduced by the late Senator Morrill and passed by Congress, granting 11,000,000 acres of the public domain for the purpose of endowing an agricultural college in each state in the Union; the passage in 1890 of the so-called Morrill bill making appropriations from the sale of public lands to supplement the income from the original grant; the liberal appropriations from state treasuries for buildings, equipment, and running expenses.

The city has grown at the expense of the country. The brightest young people have left the farms. The standard of country living has been lowered, and the professions have become so overcrowded that the surplus is a burden to society. But common sense has been too strong for old traditions, and it is now generally admitted that if education is

to be universal, or even general, it must be along practical lines, and that school is counted the best which, while developing a well-rounded character, best fits the student for his chosen calling.

To be successful a school of agriculture must command the respect and approval of those most interested in the work, and with a school planned and conducted on right lines the problem how best to extend its usefulness is greatly simplified.

The speaker said that by way of illustration he would refer to some phases of experience in the Minnesota School of Agriculture as a fair embodiment of the modern idea of practical farm education. This school was among the first to adopt a practical course of study and practical methods of instruction. A very large percentage of the graduates follow agricultural pursuits, and the people of Minnesota are well nigh unanimous in its support. Its success in these particulars is phenomenal and worthy of careful study.

The foundations of the school were carefully laid along practical lines. The location chosen was the State Experiment Station, where during the entire year the teaching force carry on actual experiment work and gather material for use in their no less important capacity as teachers in the winter school. This close alliance of the school and the station is a strong point, and as the station is near the university (of which the School of Agriculture is a department), the fine equipment of that liberally supported institution is always at command for the use of both students and faculty. As the prospective students would be from the farm, the season were made in winter, the season of comparative leisure in the country. Dormitories were built calculated to bring the students in closer touch with the faculty and teaching force; and to create a school home and home life, a liberal table was provided at cost; a simple gymnasium was provided, and military drill and physical culture required.

The course of study aims to supplement what the student already

knows, and at the same time to thoroughly cover all lines of agricultural work.

Thoroughly practical methods of teaching are followed, and the aim is to teach the one best way of doing a thing and clinch the lesson by giving the reason for it, thus training the mind of the student to search for those fundamental principles which, in the future, will be needed to direct him in the conduct of independent investigations.

In the side lines that bear a close relation to farming enough is taught for practical use. In blacksmithing students learn to make all ordinary repairs to farm implements. In carpentry he is taught the use of tools and how to construct ordinary farm buildings. In horticulture the management of the farm garden is completely covered. In dairying the student follows the whole process of butter and cheese making from the cow to the completed product ready for shipment, and learns the use of every implement employed. In entomology he learns to know insect friends and enemies, and how to protect one and destroy the other. In chemistry he learns the composition and values of the feed which his live stock consumes, and how to analyze the soil he tills. In botany he learns the laws which govern plant growth, and gets the key to the best methods of culture. In the veterinary class he learns how to treat the common diseases of domestic animals and something of simple surgery, and in the broader study of agricultural work the best methods of culture and use of farm implements. In live stock, judging animals is thoroughly taught, and the science of feeding is made an exhaustive study. Slaughtering animals and cutting and curing of meats is explained to an extent covering the needs of an ordinary farm. All these lessons are clinched by actual work. The student is not only told how to do things, but is required to do them under the eye of a careful and intelligent instructor.

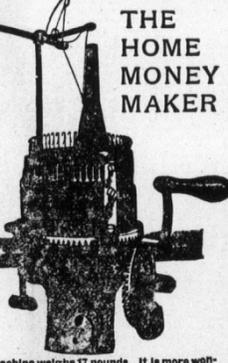
The speaker said that, as an illustration of the methods of teaching, a class in live stock might be men-

tioned. A cow, for example, is brought in. Many students when they reach the school think they know all about cows and need no introduction to them. But when the cow before the class is analyzed, her faults shown, her good points made known, and the ideal cow made plain to the mind's eye, a new interest is aroused, and when later the student is required to judge a different one, applying for himself the principles taught, the practical lesson is fixed in memory beyond any probability of losing it. And when he is led on into the science of feeding and learns that kindness, comfort, and shelter pay, and that feed not needed is worse than wasted, and that want of a properly balanced ration is partial starvation, he begins to understand that he knew a very little about cows, and what was perhaps distasteful before takes on a new and intense interest.

But, however wisely the foundations of a school are laid, its success depends upon its teaching force. That of the Minnesota School of Agriculture is a harmonious body, working together for the single purpose of winning success for the school, and each member is an expert and an enthusiast in his or her line and in full sympathy with rural life.

It is of no use to have instructors to teach young people what they do not believe themselves, and the best teachers are enthusiasts who can inspire everyone around them with something of their own sentiment. The school of agriculture which expects to grow in attendance and influence must keep in close touch with the intelligent and progressive farmers of the State. No dean or professor is so wise or well equipped that he can not learn something from the men who walk between the handles of the plow and put all theories to the test of actual practice. It is a pleasure to acknowledge that many of the most practical features of the course of study at the Minnesota school are based upon suggestions from farmers whose wisdom came from the fields.

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