

[W.K. Carr, June 1892]

(1)

I feel gratified I assure you,
because of the invitation you
have extended me to address
you this evening, but my
pleasure is somewhat tempered
by the conviction that I am
totally incapable of doing ~~you~~^{either}
~~or the subject justice~~, justice
either to yourselves, ~~or~~ to the mo-
mentous questions, which as
young men, just entering life's
arena, you will sooner or later,
be called upon to solve.
It is to be regretted that I can
not sit with you, & hear dis-
cussed these interesting

Inches

1 2 3 4 5 6 7 8 9 10

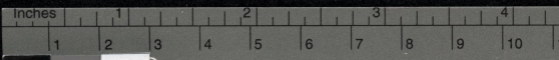
FFEN Color Control Patch

(2)

themes, by some one well versed in the art of public business, speaking, & well instructed in the school of public business, but no one, however exalted the position he may occupy, could be more interested in your welfare, or in your intellectual development than myself, I welcome you then as sturdy young soldiers, who in no contracted arena, are to begin the struggle of life, & that you are to play no mean part I feel assured, since you are equipped with all the intellectual paraphernalia that modern civilization

(3)

has developed, So wonderful
 are your possibilities (provided
 your Democratic principles are
 retained in all their Jeffersonian
 simplicity & purity) that I do
 not exaggerate when I say
 that ^{there are some among you}
~~the young among you~~
 who do not even appreciate this +++
 declaration, all things seem to
 conspire to aid you in the at-
 taining of a higher plane of
 life, the worlds of science, of
 government, of police, & law
 have made such giant
 strides within the last two
 decades, that you, at your
 age, stand better equipped



for the struggle ⁽⁴⁾ of ~~life~~, than
your parents did at "but
the midway of life". The ad-
vance of science has dissi-
pated the clouds of ^{superstition} ~~disillusion~~
and doubt that so greatly
retarded the intellectual
development of but a few
generations ago. What to them
was mysterious & inexplicable, ~~all~~
is to us ^{simply} the result of a nat-
ural law, & we have come by
this knowledge only after years
of arduous & unselfish toil.
It would be difficult indeed
to even epitomize the results
of scientific investigation.
It was the great boast of

a few years ago that we had
 "chained the lightning," though
 it was a great undertaking
 & a wonderful accomplishment
 for our fathers, it did not
 suit the sons. These were
 not content with the ^{imposition} ~~amount~~
 of ~~work~~ ^{so light a burden upon} ~~the~~ ^{so} subtle fluid
~~it~~, so they put their heads
 together, & the result is that
 it has been harnessed to
 our rail road carriages, it
 is turning our mills, our
 printing presses & the heav-
 est machinery of the land.
 But we do not stop
 here in our unprecedented,

our unexam⁽⁶⁾pled progress,
but with a confidence in
ourselves almost Godlike,
we travel intelligently
the regions ~~be~~ without
the globe, & extract therefrom
a knowledge of that yet
more subtle substance
which must fill all
space & all substance
I refer of course to the ether.
Even this ~~substance~~ we use
in our endeavors to arrive at
a more intimate acquaintance
with the works of the immu-
table God. And what wonderful
secrets the labors of Lockyer
Secchi & Huggins & hundreds

(07)

of others, applied along this line, have discovered to us within the last few years, the existence of new worlds, and new suns, the beautiful & intricate laws which control their motions, & even the chemical elements which enter into the composition of heavenly bodies, so distant, that their rays of light, on a journey to our pigmy globe, require a period of ten thousand years to cross the great gulf that separates us. But the world of chemistry has probably

Inches

1 2 3 4 5 6 7 8 9 10

FFEN®

Color Control Patch

(8)

been even more active.
Such advances has it
made indeed, that we are
justified in the belief,
that if eventually, the soil
of the earth should become
absolutely barren, & the
coal fields should be
exhausted, that the labor-
atory could furnish us
with food, & that the
Sun or electricity ~~could~~
& with heat & power.
And that there is nothing
unreasonable in this is
evidenced by the fact that
we are indebted for

Inches

1 2 3 4 5 6 7 8 9 10

FFEN

Color Control Patch

(9)

nearly all of our progress
to the bottled up sun beams
of past ages. But probably
I should not have touched
upon these subjects at all,
since in so brief a compass,
it would be impossible to
review the great strides made
in every branch of science,
& thus, I may have succeeded
in leaving ~~you~~ you with
an erroneous impression
as to magnitude of its
results. But ~~withal~~ you are
on though you have commen-
ced life under the most
favorable conditions, a vast

Inches

1 2 3 4 5 6 7 8 9 10

FFEN Color Control Patch

(10)

amount of work remains to be accomplished, a fearful responsibility rests upon the young men of our country - the preservation of our liberties - to which task you are not equal, without a very high degree of intelligence, Demagoguism must be crushed, It is one of our chief sources of trouble just now. But it is difficult to do, so long as the voters do not possess that independence, that intelligent thought & action which ^{should} characterizes a free born Anglo Saxon under

Inches

1 2 3 4 5 6 7 8 9 10

FFEN Color Control Patch

(11)

any & all circumstances.
They should all be politicians,
but ~~pure~~ ones nevertheless, capa-
ble of grasping, at least, the
rudiments of finance, tax, law
commerce & government, &
thoroughly drilled in the
history of a party the
divinity of whose princi-
ples, no lover of liberty
would think of question-
ing. The means by which
the votes are to be forced
if need be, upon this
exalted plane, are adequate
& untrammelled ^m education
at facilities, cost

Inches

1 2 3 4 5 6 7 8 9 10 11

FFEN® Color Control Patch

what they ⁽¹²⁾ ~~may~~ ^{may}, we
must have them, they
are of vital importance
to the development of our
country, of this south
land God bless ~~him~~, & let
no man with even a
spark of affection in his bo-
som for our institutions, ever
again grudge a dollar of the
school tax, As I have said,
a time fraught with political
dangers, with menace to our
liberties is not far distant
& you alone - the sons of
the very men who are now be-
ing ^{in some quarters} traduced, as traitors, can save
our country from that tendency

cy to centralization which
now characterizes every de-
partment of that party of
the minority, in power
through the corrupt use of
~~gold~~ the very gold of
which it has robbed the
people. In conclusion then
I shall say let nothing
turn us from our determina-
tion to educate the masses, &
to cultivate assiduously
the principles of the divine
party of Jefferson.

Clipping Department
of

ASSOCIATED INDUSTRIAL PRESS.

From

Manager.

United Press Report.

GRADUATES AS FARMERS.

Advice Given at the Amherst Agricultural College.

AMHERST, Mass., June 19.—The baccalaureate sermon before the graduating class of the Amherst Agricultural College was delivered this forenoon by Prof. C. S. Walker, Ph. D. His topic was "The duty of the hour," the text being from Esther iv., 14: "Who knoweth whether thou art come to the kingdom for such a time as this?" The preacher said:

Let not the college graduate think that the condition of the American farmer is of no interest to him. Let him not imagine that so long as he secures a good position in some village or city it can make no difference what happens to the old folks at home, to the country school, to the rural church. To forget the claims of the farmer upon him is suicidal.

Enlargement and deliverance are sure to come in due season to the farmers of America and through them at length to the tillers of the soil the world around.

The duty of the hour, incumbent upon all college graduates of to-day, but especially upon those who graduate from colleges of agriculture supported by State and national funds, is to labor night and day with all wisdom and zeal to carry back to the farm, to the rural life, the best improvements of modern civilization.

Inches

1

2

3

4

5

6

7

8

FFEN®

Color Con

Clipping Department
of

ASSOCIATED INDUSTRIAL PRESS,

Manager.

From Richmond Times
Richmond, Va.

THE CLOSING EXERCISES.

NUMEROUS SWEET-GIRL GRADUATES

The High School and Several Private Institutions Close Their Sessions With Public Ceremonies.

There are hundreds of boys and girls in Richmond, whose burning desire is to become a graduate of the public schools. It is an honor which they can only attain to through a course of hard and painstaking study, and has come to be acknowledged an honor exalted enough to command the pride of any who attain to it.

In 1922 there are seventy-eight graduates and thirty-three post-graduates. These received their medals and diplomas at the eighteenth annual commencement exercises of this school at the Mozart Academy last evening, and the scene was one of the prettiest and most inspiring of all such occasions.

The stage was particularly well arranged. All of the scenery was removed, giving a very large and ample space for the graduates and teachers. Nearly four hundred chairs were accommodated on the stage, and by a neat and ingenious arrangement platforms were extended from the proscenium boxes over the orchestra pit, giving prominent position and ample space to the members of the School Board.

OF GREAT INTEREST.

No event which regularly occurs in Richmond concerns so many of the best citizens and deeply concerns so many persons at one and the same time as the closing exercises of the Richmond High School.

As early as 5 o'clock last evening numbers of persons were requesting admission to the Mozart Academy and the doors had to be closed before that hour in order to keep the building from being filled before the time appointed.

At 6 o'clock, when the doors were finally opened, a crowd was in waiting and by the time the hour for the exercises arrived the audience was one that would have greatly elated the manager on a theatrical night. Indeed, considering the enlarged sittings afforded by the arrangements previously referred to it is doubtful if there was ever quite so large an audience in the building before.

The stage settings enhanced the ever lovely combination of beautiful flowers and lovely youth. A stand ten feet high in the center rear was made into a magnificent bower by the masses of baskets and bouquets of splendid flowers with which it was loaded and served as an appropriate background to the array of sweet and pretty girl graduates. These were flanked on either side by the more sober coloring presented by the groups of school trustees and distinguished gentlemen visitors, and the large audience presented a scene of brilliant coloring and movement as they kept in motion the heated air with ceaseless beats of a thousand fans. Tier on tier of eager interested faces above pretty costumes of light summer fabrics wrought a picture of strong effect and great beauty.

Such a profusion of floral rarities is seldom seen, and the bank of baskets, which formed a bulwark above the footlights, almost obscured the rows of maiden beauty, behind which was a right royal decoration.

The Blues' band in full force enlivened the evening with choice selections.

Besides the senior classes on the stage a large part of the main floor was occupied by the junior scholars of the same school.

THE EXERCISES.

Superintendent Julian P. Thomas, of the High School, presided over the exercises. The marching of the classes to their places was accompanied with some counter movements which made a very pretty effect. The exercises commenced at 8:30 with an overture by the band. The programme opened with a very clever essay, entitled the "Twelve Sisters," by Miss Lloyd Bass, which was delivered without manuscript with grace and spirit.

This was followed by an original oration by Willie Crawford on "Southern Heroes," in which were many graceful sentiments that received very hearty applause. The graduating class then sang "The Belles" with a great deal of expression and beauty. This was followed by a song in German by the class in that language, which was also rendered in splendid style.

Miss Lottie Hartman then in her most appreciative rendition of the humor in the discussion of the question in "The Debatin' Society" as to the ownership of a certain watermelon was highly enjoyed and greeted with much well-merited applause.

Mr. Thomas very briefly and appropriately introduced Rev. Dr. E. N. Calisch, rabbi of Beth Ababa synagogue, who delivered the baccalaureate address. The address was listened to with deep interest and received frequent applause. Dr. Calisch's speech is as follows:

THE ORATOR.

Mr. Chairman, Ladies and Gentlemen.—It is with a profound sense of the great honor conferred upon me that I step before you to present my humble efforts on "The Public Schools" of our country. Conscious of the fact that there are so many interested in this subject and this occasion, knowing that there are so many older, abler and worthier than myself, who might have been called on to address you, recognizing the deep importance of this hour to those who this night shall sever their connection with the halcyon days of school life, I am grateful indeed that this distinction shall have been mine.

There is no institution in our country which represents more truly the strength thereof than its public schools. They are the corner-stone of the nation on which and by means of which she has built the glorious structure of her unparalleled achievements. They are the great beating heart of the land whence is pulsed forth year after year the throbbing life current of character and knowledge, whose benign influence vivifies each minutest capillary of the tremendous body politic. It was a military foreigner who, when looking over the land, asked: "Where are your ramparts and fortresses?" The answer given was an oak in an acorn. "There," replied his guide, pointing to the little log schoolhouse, "there are our forts." And stronger ones, more formidable and more invulnerable never existed. Europe may tremble beneath the tread of her weaponed warriors. The great standing armies may eat the bread out of the mouths of the peasants of Austria, Russia, Germany and France. The strength of England may rest within the "wooden walls" of her navy—America has her public schools—and needs no more.

EDUCATED CITIZENS.

The American believes in the citizen being educated, if he is to be a competent citizen. The republic is founded on the intelligence of its citizens, and its continuity depends absolutely on their being educated. Therefore the State takes this vital matter in hand as a measure of self-preservation. The sentiment as expressed by Chancellor Kent is the correct one. "The parent who sends his son into the world uneducated deprives the Commonwealth of a citizen, and bequeaths to it a nuisance." It is this belief which has founded and which maintained the public schools. But there is one element that is absolutely necessary to the healthy existence of the schools—i. e., they shall be public schools.

This means two things, first that they shall be essentially and completely under the control of the public and secular authorities, and second, they shall be maintained, upheld and supported by the public, morally as well as materially.

CHILDREN OF STATE.

The public schools are essentially the children of the State. It is their parent and support. In them lie cradled the future destinies of the republic, the fledglings that soon shall put on the broad pinions of citizenship. As such they must remain under such influence and authority as is purely secular.

They must be kept aloof from every sectarian tendency. I can hardly be classed as one who is irreligious or opposed to religious institutions. No man more earnestly than myself, desires the universal possession of religious knowledge, yet I say, with all the power and earnestness that I have, that religious instruction of any kind or character has no place in the public schools. Religious teaching shall have its way in the Church, in the Sunday-school, in the home; but not in the public schools. The reasons for this are many and cogent, I will but touch upon one.

Happily our country is one where Church and State are divorced. These two great factors of human progress have here found their legitimate stations, working harmoniously and jointly in the same great cause of uplifting the human family, yet each working in its own peculiar way, and pursuing each its own peculiar path. These paths run side by

side in parallel lines; and like true parallel lines, they should never come together. The pride of our country is its independence.

It is the empire of liberty, civil and religious, which, please God, shall never die. Aye, here in our very midst over in old historic St. John's church, with words of burning eloquence, the noble Patrick Henry sounded the key-note: "I know not what course others may take, but as for me, give me liberty or give me death!" and our Commonwealth, repeating the cry as the folds of its banner are flung to the breeze, urges that "liberty must be preserved." The introduction of even the simplest kind of religious exercise in an institution of a public nature, that is designed for all the people and supported by all the people jars at once upon the melody of our national independence. It, of a necessity from which there is no escape, must favor some to the exclusion of others. It is known that one class of citizens, though as much as any others, contributing to the support of the public schools, yet must withdraw their children from them, because their religious convictions cannot allow them to permit their children to attend the schools.

In the vast heterogeneous mass that makes up the American people to-day, with the many, many differing elements of civilization and varying degrees of religious training, who can determine on a creed that shall satisfy the heart and conscience of all the people, and there are none whose right to satisfaction shall not be recognized. This right of the individual to be recognized made our nation what it is to-day. The attempt at denial of this right sent the Mayflower of the Puritans to battle with unknown seas, till its keel grounded on the ledge of Plymouth Rock. The assertion of this right roused our revolutionary fathers, took them from their plows and placed at their head, for undying fame, Virginia's noblest son, whose ashes now mingle with its sacred soil in the peace of Vernon's hallowed precincts. The consciousness of the possession of this right makes every American citizen prouder than a king, nobler than throned monarch. Therefore not to disturb this right let the public schools be public schools, dedicated in the name of the Commonwealth to innocence and education. Let the children of the republic furrow the broad and limitless fields of secular knowledge, under secular guidance, all alike, all equal, all free, unhampered by aught that shall divide or separate.

BY THE PEOPLE.

The second condition mentioned is that the public schools, as they are materially, shall be morally supported, maintained and upheld by all the people. I do not desire to derogate or detract one particle of a tithe from the excellence of such schools as may be established and patronized outside thereof, but it is in the public schools alone that the true democracy of our country is displayed. It is in the public schools only where is best seen the broad basis on which our Government rests—the basis of equality. Later in life men raise up distinctions between each other—wealth draws a terrible chasm between people. At college, at the bar of justice, in the church, in social relations, the favorite of fortune gains recognition, often unmerited; even at the ballot-box wealth has only too great a power. But in the schools the lines are not yet drawn. Here in truth there is no royal road to knowledge. The child of the hod-carrier and the child of the millionaire may sit on the same bench. The son of the cobler may thrash the son of the rich man for whom his father cobbles; rags rub elbows with silks; tattered caps hang on the nail beside velvet ones and torn shoes often lead patent leathers up the rugged hill of learning. Nowhere is the perfect equality, the true democracy of our government so plainly shown. In view of this fact, and in view of the fact that the excellence of the public schools renders such a step unnecessary, the parent who sends his child to a private institution of learning does wrong. The distinction is bound to have its effect on the children. They will wonder why these children are sent to private schools. Are they of finer or of coarser clay than their fellows that the public schools cannot contain them? The child cannot but note the difference, and in its own instinctive way be impressed by it, and feel that after all of us are not alike, we are not all of us the children of the republic and the flag of our country falls unevenly upon those beneath it. Nay, let it not be so, it is a mistake which, I earnestly trust, those who are making it will see and correct—for their children's sake—for our country's sake.

Let the public schools, as far as their scope extends, embrace all the children of the republic. Let them suck knowledge from the broad bosom of the goddess of our common country. Let them all lie cradled "upon the snowy hillocks" of Liberty's virgin breasts, where

"Gently instructed, they may hence depart,
"Greatly in peace of thought and have their fill

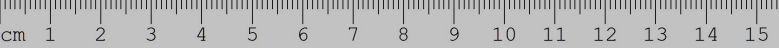
"Of knowledge as each vessel can contain."
—Milton.

Let them above all things learn that which the public schools, and the public schools alone, can teach, that to be an American citizen is to be greater than a king!

THE GRADUATES.

To you, my young friends, I would but add a few words of admonition. This day has long been looked forward to by yourselves, your teachers, your friends and parents. It has come, and in their assembled presence, you are about to take formal farewell of your public school life. But this farewell is not an ending, but a beginning. It is the "commencement" of a larger, stronger and broader life. You will step from the gentle guidance of loving teachers to the tasks of the severest of taskmasters. You will sit on the benches of the great school of life and take your knowledge from the hands of bitter experience. You will be compelled to travel on paths not hewed out for you, but which must be cut by the toil of your own right arm. In this let me ask you to remember one thing. In mathematics you have learned that the shortest distance between two points is the straight line. In life the shortest path to perfection and happiness is the straight path—the path of rectitude and integrity. Let your footsteps in this path be firm. The mathematical line is hard and sharp and has no graceful curves or bends. So this path of rectitude, this straight line of life, may seem at times hard and sharp and uninviting. It may have no luxurious by-ways of pleasures and gains, no beautiful windings of pliant conscience, no softening curves of pleasant vices—it is hard, stony, plain and sharp, but along its straight course you can see far, far ahead into the future of happiness, and from its flinty rocks you can learn that adamant courage that will enable you to front all difficulties and fight your way through all obstacles.

Furthermore, you are together now in your leave-taking and commencement. Heaven alone can tell if, in the unrolling of time, you will stand shoulder to shoulder in the great turmoil of life. There is a beautiful flower whose seeds are very numerous. The wind in sighing through the leaves and petals of this flower scatters them broadcast over the fields, and wherever each tiny seed falls there it takes root, sprouts, buds and blooms into a full leaved flower. You, each of you, are a seed, and together you make up a beautiful flower, one of the many that this month blossom from the public schools of our country. The sifting winds of life's various fortunes may scatter you far and wide from each other, and from this place, but remember where you were all of you planted. Let each of you grow into the full and beautiful flower of true manhood and womanhood, showing yourselves into this genial alma mater and demonstrating the glory of an institution are the strating how glorious an institution are the public schools of America.



No 1
Clipping Department
of

ASSOCIATED INDUSTRIAL PRESS.

Manager.

From Memphis Appeal

AN ADDRESS TO THE GRADUATES.

WHAT DR. WILLIFORD HAD TO SAY LAST TUESDAY NIGHT.

The Vice-President of the Board of Education Gives Some Sound Advice, Couched in Eloquent Language, to the Graduates of the Memphis High School.

The following was the address of Dr. H. L. Williford, vice-president of the board of education, to the graduating class last Tuesday night:
Young Ladies and Young Gentlemen of the Graduating Class.

It affords me infinite pleasure to greet you upon this auspicious occasion; an occasion fraught with supreme interest to yourselves, your fathers and mothers, your city and country. I say to you in behalf of this vast audience, words of welcome, words of cheer. I feel profoundly that I enjoy an honor to which I am not justly entitled. A man of eloquence and of experience in public speaking should have been secured to address you; but I assure you that no one could have a deeper and more earnest interest in your intellectual efforts than has the speaker. We welcome you to the great arena of life, because you will be intelligent, refined, useful citizens. You have been drilled and disciplined in the tactics of modern education, with the superb facilities and improved methods of the nineteenth century. You are now ready to be called the nation's regulars, and to march to victory in some of her many occupations, trades and professions. You possess that which has been prized a jewel of untold value, the touchstone of success, the key to greatness by all the world, through all the ages of the past; namely an education. Education may be considered as a mighty river taking its rise in the dim shadows of remote antiquity, and running parallel with the crystal stream of time. Were we to endeavor to trace this river from its source to where it flows into the great ocean of the present, the task would be too long for our limited time. To give it a concise and elaborate discussion, we should view its tributaries from the different tongues of the world—their nature and the influence they have exerted upon the main channel. We should note this magnificent river pausing in classic Greece to purify itself and gain strength of wave, and at Rome—Rome that sat down on seven hills, and from her throne of beauty ruled the world—there to receive a tributary that added vigorous grandeur to its flow. We should examine its tributaries from tongues that spoke on the banks of the Nile, in India and China, and on the sacred plains of Judea; from the thoughtful fields of Germany, Central Europe and fashionable France, till finally it was augmented to boundless proportions by that mightiest of all its tributaries—the one from the English tongue, and with it the world's greatest physical blessing—applied science. But when I look into your bright faces, my young friends, radiant with the spring-time of life, beautiful as the flowers of May, and buoyant with youthful hope, I cannot find the heart to dwell upon the cold, useless, past. You care not for the dead. You care not for the martyrs of the Middle Ages, or cancel from history's page Waterloo or Gettysburg. I admit that a dreamy reverie may carry you back through the misty centuries and transform you into a somnambulist of vanquished ages. It is even possible for you to rejoice with John Bunyan in his ecstasies of delight, pity Sir Walter Raleigh, pining away in London Tower, and sympathize with "Good Queen Bess" in her bereavement; but there are other hearts throbbing with life and nestling around you, that need all your smiles and joy, all your feelings of pity, all your words of sympathy, and the beauty of it all is, you prefer the company of the living rather than of the dead. The members of this class strike me with their beauty and vivacity. They don't look like educated mummies from the ancient catacombs, or Greek fossils, trying to appear classic. They are a part and parcel of the great eternal present; they feel the life-troths of the nineteenth century; they are all aglow with the energy of the age in which they live.

My young friends, I almost envy you the long life which stretches out before you, with its grand possibilities. You can appreciate life in a sense that your fathers and mothers could not at your age.

You have been led to the great fountain of truth as revealed in nature's laboratory. The wonderful mechanism of your body, which you have learned from studying physiology, and the laws of hygiene, which harmonize so beautifully with the laws of nature, you have learned to appreciate. Now, until it becomes white as a lily, away sulphur and watch its rich color fade. Now, you dip a straw into some hydrochloric acid and write with it upon the white rose. Wherever the acid touches the rose its bright red color returns.

This is indeed marvelous, but chemistry makes it all plain, common sense. No myth or delusion about it. All nature's laws are reducible to plain, common sense, axiomatic facts. True there are mysteries in nature's boundless realms, but they are mysterious because of our ignorance. Drop a glistering, costly diamond into a crucible, force it to lay aside its crystalline beauty, to your astonishment, it is nothing but carbon, the same as charcoal. This is and of training that brings the young and forward and puts it in touch with the spirit of progressive science, and gives to the modern civilization varied and many-sided resources and a powerful development.

I know of no better way to lead you to a proper appreciation of the vast advantage of such an education, than to compare the new school, with its practical book-keeping, its physics, physiology and chemistry, with the old school that put boys and girls of 10 and 12 years to studying Greek and Latin, and at 15 plunged them into the hazy labyrinths of speculative philosophy. There was a time in our history when the college—for there were no public schools—was the fountain, not only of literature, but of science. Its professors, especially its professor of physical science, were to the common people little less than demi-gods, reading the heavens, marking the comet's path, weighing the stars and bottling up the lightning.

In those days little or nothing was demanded of science in a practical way. She was a goddess too high and stately to mingle in the smoke and din of trade. The aim of the old school was to make knowledge too mystic and too sacred for the unskilled populace to tamper with. In the language of a well-known essayist, "The old school would raise our thoughts far above our physical wants, while the new school would devise means for supply-

ing such with the latter taught met students a new school and its st telegraph a and honor lore and s what was practicable words and wicked and graduate o man writin his afflictio like a phil school wor the adre phenacetin r or 1,000 ture and sy energies of still, whil blackened

But what science do hundred ye gated pain the fertili ties to the new arms rivers and tains; gul from heavy night with It has vision; m muscle; ac tance and spondence

Physical descend t into the a with noxi nents at a steam act days.

It has l globe with other, doo wings of nation in

Physical lightened lions; ma of the pe reach of Physical helping ha lage whee Homes a the sick terror ove

Notary mayed po in small-p deformity evils, and rections o Aristotle.

Dr. Jer out his la Yellow down the have pati

The bo science, s tions of t and dist old shan disease, wells an to every

My yo equipped had spei ving of tive non

Don't posed to education practical, then, if tion, let

Life is whip and age Ame aesthetics Ward 150 polle

We wa prising m ished duc fits you f

Chaunce New York time ago, within the the vario the botto comqiove, switching, treasurer's passenger tions of t demonstra

Now, y work beca is no exc business e And no these char science ha activity an

when was sustaining; Some of to become take up an copying, cl will perhap go into th house-keepi

Whatever monish you Take the a "Cling to lose it; if i the casket If the first thoughts, ar er's soap ca ever.

"If a harp if a light be kindle it; bu art can repa away, who c

Pure, intell ers, wives ad hope. You may n the axe, the not occupy t forum, or th will influence

The hand th world; nor is the consumm For the grea

For the grea States compo counties and c reckoned from American hon sides.

Now, in clo fathers and however we t ously or othe one common ca of our children We watch v growth and p black clouds of

Lucy, m. for the purpose of supply-

